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ABSTRACT

South Africa's National Institute for Personnel Research (NIPR) has provided a vocational counseling service for school leavers entering the labor market in the Johannesburg/Pretoria area since the 1950s. The NIPR established offices in, and introduced vocational counseling services to, various centers around the country. Vocational services were started in Natal in 1979. To obtain an evaluation of its vocational counseling service, the Natal Regional Office of the NIPR sent out questionnaires to 226 school leavers who had been counseled there. Questionnaires were also sent to 198 of their parents. Responses to the questionnaires showed that most clients and their parents had been satisfied with the service. As the 107 clients who returned questionnaires might have formed a biased sample, this group was compared with the group of non-respondents for a range of characteristics. The results showed no statistically significant differences between the two groups. This report contains a profile of the clients who visited the NIPR in Natal for vocational counseling, as well as a description of what the clients and their parents thought of the services. Implications are drawn for the NIPR vocational counseling service and for future research. Norm tables derived from the test results of Natal clients are included. (NB)

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The NIPR vocational counselling service in Natal : A follow-up study

Patsy Clarke
Fred Toerien

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The NIPR vocational counselling service in Natal : A follow-up study

Report PERS-410

The NIPR vocational counselling service in Natal : A follow-up study

Patsy Clarke
Fred Toerien

Pretoria
Human Sciences Research Council
1986

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C O N T E N T S

		PAGE
	OPSOMMING	ix
	SUMMARY	x
CHAPTER 1	INTRODUCTION	1
1.1	BACKGROUND	1
1.2	VOCATIONAL COUNSELLING PROCEDURE	2
1.3	PREVIOUS NIPR FOLLOW-UP STUDIES	4
1.4	AIMS OF THIS STUDY	5
CHAPTER 2	PROCEDURE OF THIS STUDY	6
CHAPTER 3	DESCRIPTION OF NATAL CLIENTS	8
3.1	PROFILE	8
3.2	COMMENTS RELATED TO CLIENT TARGET GROUP	13
CHAPTER 4	COMPARISON OF CLIENTS WHO RETURNED FOLLOW-UP QUESTIONNAIRES WITH THOSE WHO DID NOT	16
CHAPTER 5	CLIENTS' EVALUATION OF THE SERVICE	18
5.1	RESPONSES TO THE QUESTIONNAIRE	18
5.2	COMMENTS RELATED TO CLIENTS' EVALUATION OF THE SERVICE	33
CHAPTER 6	PARENTS' EVALUATION OF THE SERVICE	35
6.1	RESPONSES TO THE QUESTIONNAIRE	35
6.2	COMMENTS RELATED TO PARENTS' EVALUATION OF THE SERVICE	48
CHAPTER 7	RECOMMENDATIONS AND CONCLUSIONS	49
7.1	FAVOURABLE RESPONSE	49
7.2	CRITICAL RESPONSE	49
7.3	UNREALISTIC EXPECTATIONS	51

		PAGE
7.4	SEX OF CLIENTS	51
7.5	SOCIO-ECONOMIC LEVEL OF CLIENTS	52
CHAPTER 8	NATAL TEST NORMS	54
8.1	INTRODUCTION	54
8.2	DESCRIPTION OF THE NATAL SAMPLES USED TO DERIVE TEST NORMS	54
8.3	NOTE ON NORM TABLES	58
8.4	HIGH LEVEL MENTAL ALERTNESS TEST	59
8.5	HIGH LEVEL READING COMPREHENSION TEST	63
8.6	HIGH LEVEL VOCABULARY TEST	65
8.7	RAVEN'S PROGRESSIVE MATRICES TEST	67
8.8	BLOX TEST	69
8.9	GOTTSCHALDT FIGURES TEST	73
8.10	SOUTH AFRICAN PERSONALITY QUESTIONNAIRE	77
	REFERENCES	99
APPENDIX 1	INFORMATION LEAFLET / INLIGTINGBLAD	103
APPENDIX 2	CLIENT QUESTIONNAIRE / KLIËNT OPVOLG-VRAELYS	105
APPENDIX 3	PARENT QUESTIONNAIRE / OPVOLGVRAELYS AAN OUERS	115
APPENDIX 4	TELEPHONE CONTACT PATTER	121
APPENDIX 5	COVERING LETTER / DEKBRIEF	122

LIST OF FIGURES

FIGURE		PAGE
1	TOTALS OF REGIONAL VOCATIONAL COUNSELLING CLIENTS	1
2	DISTRIBUTION OF SEX OF CLIENTS	8
3	AGE OF CLIENTS	8
4	PARENTS' OCCUPATION	9
5	HOME LANGUAGE OF CLIENTS	10
6	URBAN / RURAL CLIENTS	11
7	TYPE OF SCHOOL ATTENDED	11
8	SCHOOL STANDARD	12
9	SCHOOL SUBJECT LEVEL	12
10	POST-SCHOOL STUDY / ACTIVITIES	13
11-24	CLIENTS' EVALUATION OF THE SERVICE	18-32
25-36	PARENTS' EVALUATION OF THE SERVICE	35-45
37	HOME LANGUAGE OF THE NORM GROUP	55
38	AGE OF THE NORM GROUP	56
39	DISTRIBUTION OF SEX OF THE NORM GROUP	56
40	EDUCATION LEVEL OF THE NORM GROUP	57
41	OCCUPATIONAL STATUS OF THE NORM GROUP	57

OPSOMMING

Ten einde 'n evaluasie van hul beroepsleidingsdiens te verkry, het die Natalse Streekkantoor van die NIPN vraelyste aan 226 skoolverlaters wat daar voorligting ontvang het, gestuur. Vraelyste is ook aan 198 ouers gestuur.

Reaksies op die vraelyste het getoon dat die meeste kliënte en hul ouers met die diens tevrede was. Aangesien die 107 kliënte wat vraelyste teruggestuur het, moontlik 'n bevooroordeelde monster van die algemene groep kon gewees het, is hierdie groep vergelyk deur die gebruik van die *t*- en *Chi*-kwadraattoetse met die groep nie-respondente vir 'n reeks eienskappe. Geen wesenlike statistiese verskille is tussen die twee groepe getoon nie.

Hierdie verslag bevat die profiele van die kliënte wat vir voorligting na die NIPN in Natal gekom het, asook 'n beskrywing van wat kliënte en hul ouers van die diens gedink het. Implikasies vir die NIPN beroepsvoorligtingsdiens en vir toekomstige navorsing is hieruit afgelei.

Ten slotte word normtabelle wat uit die toetsuitslae van Natalse kliënte verkry is, ingesluit.

SUMMARY

To obtain an evaluation of its vocational counselling service the Natal Regional Office of the NIPR sent out questionnaires to 226 school leavers who had been counselled there. Questionnaires were also sent to 198 parents.

Responses to the questionnaires showed that most clients and their parents had been satisfied with the service. As the 107 clients who returned questionnaires might have formed a biased sample, this group was compared with the group of non-respondents for a range of characteristics, using the *t* and *Chi*-square tests. Results showed no statistically significant differences between the two groups.

This report contains a profile of the clients who come to the NIPR in Natal for vocational counselling, as well as a description of what the clients and their parents thought of the service. Implications are drawn for the NIPR vocational counselling service and for future research.

Finally, norm tables derived from the test results of Natal clients are included.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

The National Institute for Personnel Research (NIPR) has provided a vocational counselling service for school leavers entering the labour market in the Johannesburg/Pretoria area since the 1950s.

Initially instituted to meet a need in the absence of sufficient guidance facilities elsewhere, the service has continued to be in demand despite the introduction of guidance and counselling services at schools and universities. In 1984 the NIPR, Johannesburg, saw 1 106 clients for vocational counselling. These included 863 school leavers under the age of 21. At the NIPR, Pretoria, the figure for the same year was 910.

As the NIPR established offices in various centres around the country, it introduced the service to other regions. Since 1976 the Western Cape Regional Office has provided vocational counselling in Cape Town. The service was started in Natal at the Durban office in 1979, and at the Eastern Cape Regional Office, in Port Elizabeth, in 1982.

Although the demand for vocational counselling varies between centres, this demand has grown each year. Figure 1 shows the 1984 totals for vocational counselling in these regions.

TOTALS FOR REGIONAL VOCATIONAL CLIENTS

Figure 1

Regions	V C clients in 1984
Natal	323
Western Cape	145
Eastern Cape	45

1.2 VOCATIONAL COUNSELLING PROCEDURE

The NIPR vocational counselling service helps clients choose a career compatible with their abilities, interests and personalities.

The service aims to help clients come to know more about themselves as they have the final responsibility to decide what career to follow. After being counselled, the clients should devote further time to investigate alternatives for themselves before making a decision.

Before the one-day counselling process begins, the client receives an information leaflet outlining the objectives and procedure of the service (see Appendix 1).

The client also receives a biographical questionnaire to be completed by the appointment date. Questions posed concern the following:

- education
- home background
- health
- leisure
- vocational needs and values
- career preferences of parents

On the day at the NIPR the client completes

- a study habits questionnaire,
- interest questionnaires,
- a personality questionnaire.

The client also writes tests of

- verbal and non-verbal reasoning,
- language abilities,
- numerical abilities,

and does

- projective tests, e.g. self-description, sentence completion.

The interest profile of the client may suggest the need for tests of mechanical comprehension, spatial perception or clerical checking ability.

These are all paper-and-pencil tests but apparatus tests, e.g. a mechanical fault-finding test, may be used if appropriate.

Further details about selected tests appear in Chapter 8.

The counsellor integrates the information and identifies possible problems. A list of alternative careers is prepared so that relevant vocational information is at hand during the interview. The client and counsellor discuss the test results, as well as the client's background, achievements, attitudes and career aspirations.

The report, which summarises the results and the discussion, is sent to the parents of clients under the age of 21 or directly to the older clients. Possible fields of study and careers are included with information about available training and the necessary qualifications.

Parents may request an interview with the counsellor after they receive the report. Clients may return for follow-up discussions, by appointment, at any time.

Most clients are in their final year at school at the time of counselling, but some have begun work or training that they do not enjoy or succeed in. Older clients who contemplate a change in career direction or a return to work after a break are also catered for.

The basic service remains the same although the emphasis of the interview, report or testing may vary according to the client's needs.

The service the NIPR renders is not advertised as most counsellors are either psychologists registered with the South African

Medical and Dental Council or psychologists-in-training. Clients, or their parents, hear about the service from previous clients, school heads or counsellors. A fee is charged although, in special cases, this may be reduced or waived.

1.3 PREVIOUS NIPR FOLLOW-UP STUDIES

Although the sample sizes were small, the early follow-up surveys carried out by the NIPR in Pretoria (Skawran, 1964; 1968) and Johannesburg (Fürst, 1965) showed that the majority of clients were satisfied with the service provided there.

Both studies used questionnaires to obtain feedback from clients who had received counselling. Clients answered questions about the advice received, how satisfied they were with their current occupation or vocational training, as well as the progress they had made.

In a later study in Johannesburg (Shannon, 1973) a more comprehensive questionnaire was directed at parents of clients. It assessed whether the reports and recommendations had been clear and if the counselling had fulfilled its purpose.

The results indicated that the service provided was satisfactory. Some recommendations that arose from comments and criticisms were implemented.

The next NIPR follow-up study in Johannesburg was carried out over a five-year period (Shannon, 1977).

This study investigated how clients perceived the service and if this changed over a period of time. The educational and career development of clients was monitored during this period and compared with predictions made at the time of counselling.

A further investigation (Skawran and de Jager, 1975) assessed satisfaction with the service and the relation between NIPR

recommendations and subsequent career history. The sample used was a small group of CSIR employees who had received vocational counselling in Pretoria from 1961 to 1972.

Results of this study need to be viewed cautiously as the sample was a highly selected group. Most of those who had followed a recommended career were satisfied with the counselling, and most of those who had failed to follow the advice they were given were not. The same study showed that recommended study courses were more likely to be completed within the prescribed time than those that had not been recommended.

1.4 AIMS OF THIS STUDY

In this study questionnaires, similar to those used in the 1973 follow-up survey in Johannesburg, were sent to vocational counselling clients and their parents. The most important objectives were

- to give counsellors feedback about the service they provide,
- to assess whether the service meets the needs of clients and their parents,
- to obtain a profile of NIPR vocational counselling clients in Natal,
- to derive up-to-date sets of vocational counselling test norms for use at NIPR, Natal.

CHAPTER 2

PROCEDURE OF THIS STUDY

The population used for this study included clients who had come for counselling from 1979, when the service began in Natal, to the end of 1981. Older career change clients were omitted.

As previous studies showed the usefulness of questionnaires, this method was chosen to obtain the required information. The questionnaire sent to clients was based on that used in the follow-up study described by Shannon (1973), with added questions about subsequent training and work history (see Appendix 2).

As parents of clients under 21 usually make the appointment for clients to come for counselling, pay for it and receive the report, a separate questionnaire was sent to them (see Appendix 3).

Before the questionnaires were sent out each of the 268 households concerned was telephoned. The clients, or parents, were asked if they would participate in the follow-up study (see Appendix 4).

This contact did not appear to improve the response rate as compared with that of previous studies but helped to provide 62 forwarding addresses of clients, or parents, who had moved. These included previous clients away at university, in the army or overseas on exchange scholarships.

A number of households could not be reached despite repeated attempts. Although this suggested that the clients may have moved, they were sent questionnaires in case these could be forwarded.

When it was established that the family had moved without leaving a forwarding address, questionnaires were not sent.

After a few unanswered questionnaires had been returned by the postal authorities, the potential number of client questionnaires was 226 while the number for parents was 198.

Questionnaires were returned by 107 clients and 89 parents. This represents 47% and 45% of each respective target group. Respondents included 81 pairs of clients and parents.

To establish if statistical differences existed between the sample of clients who returned questionnaires and those who did not, *t* tests and *Chi*-square tests were applied for a number of characteristics, including average scores for the test of mental alertness and average school results. Other characteristics used in this analysis were coded from the biographical questionnaires completed by all clients who come for counselling. They include the following information:

- age
- sex
- occupation of parent(s)
- home language
- urban / rural background
- type of school attended
- school standard
- school course level
- post-school activities

As no statistically significant differences were found between those who responded and those who did not (see Chapter 4), it was assumed that the group of clients who returned the questionnaires was representative of the population of those who come for counselling.

Analysis of the above biographical characteristics provided the descriptive profile of the client population outlined in Chapter 3 and that of the client sample (described in Chapter 4) that returned the questionnaires.

CHAPTER 3

DESCRIPTION OF NATAL CLIENTS

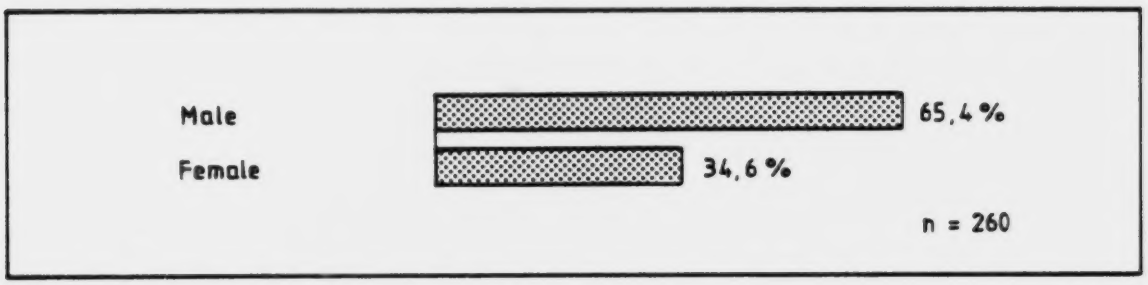
3.1 PROFILE

This profile of clients is based on the characteristics of the 260 clients who came to the NIPR in Natal in the two years up to December 1981.

Figures 2 and 3 show that the majority are males under the age of 21 while almost half the clients are 17 years of age and younger. This is consistent with earlier studies except that there are now more clients over the age of 16, which reflects the current policy of children entering school at a slightly later stage.

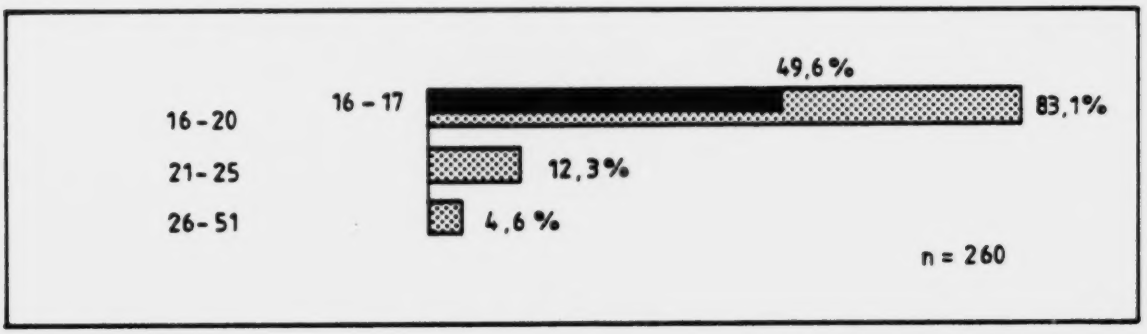
SEX OF CLIENTS

Figure 2



AGE OF CLIENTS

Figure 3



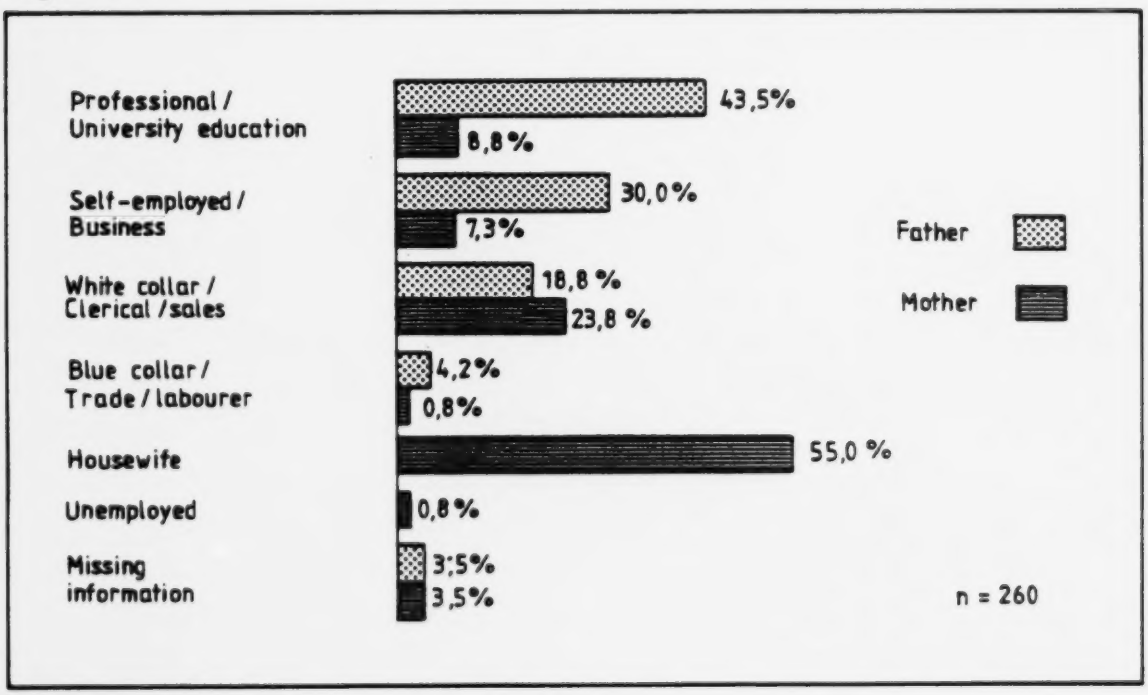
SOCIO-ECONOMIC LEVEL

Those using the service are usually from economically and educationally advantaged backgrounds. The father's occupation is taken as an indication of the client's socio-economic level. Many of the fathers have a university education and are involved in business or a profession.

Figure 4 shows that the further down the socio-economic scale, the fewer the clients. This table also shows the mother's occupation. More than half of the mothers are housewives. As the most recent figure available for the proportion of working women in South Africa is 43% (personal communication, Women's Bureau, Pretoria, August 1985)*, this figure is consistent with that for the White population as a whole.

PARENTS' OCCUPATION

Figure 4



* Information given in an address by Dr P.J. van der Merwe, National Convention of Women, Carlton Hotel, Johannesburg, 10 September 1984).

HOME LANGUAGE

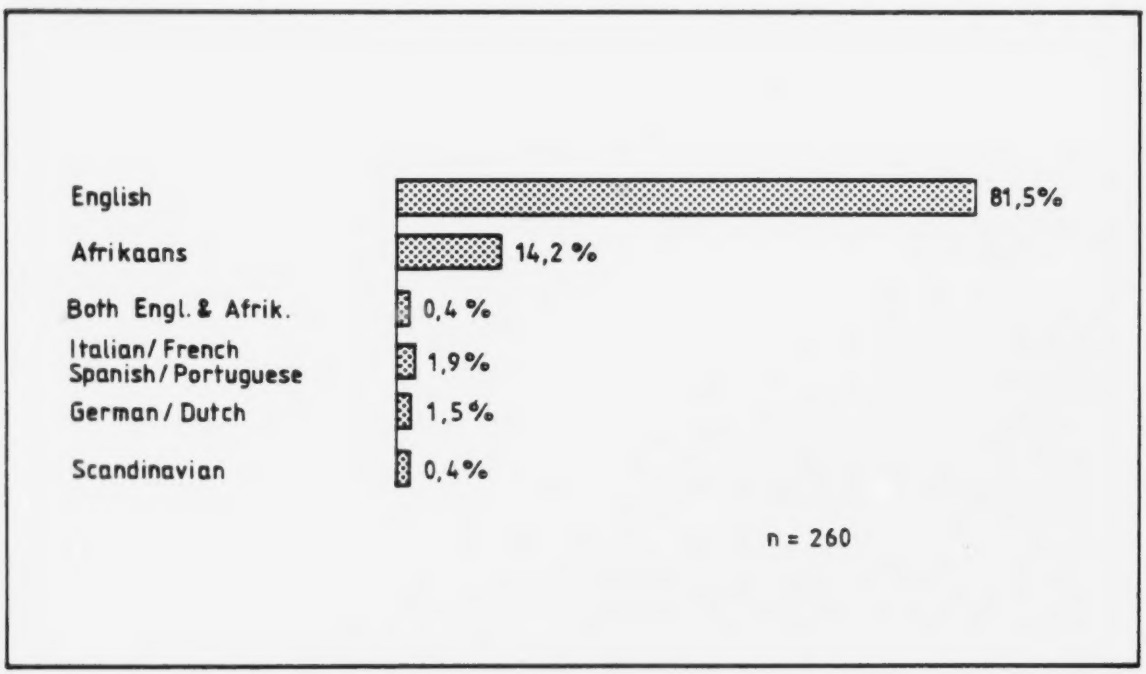
Most clients are English speaking. Although this is predictable in a province where more English is spoken than Afrikaans, the studies conducted in Johannesburg found the majority of clients there to be English speaking as well.

The language group is also the only indication of racial classification included in the biographical questionnaire. Almost all the clients are White. As so few clients from other race groups made use of the service, they were not included in the sample.

Figure 5 shows how the different languages are represented among the clients.

HOME LANGUAGE

Figure 5



URBAN / RURAL

Figure 6

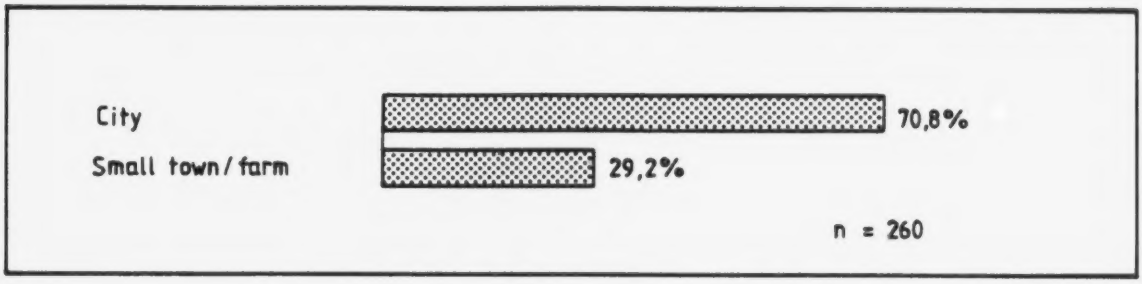


Figure 6 shows that most clients come from the city.

SCHOOL

Figure 7

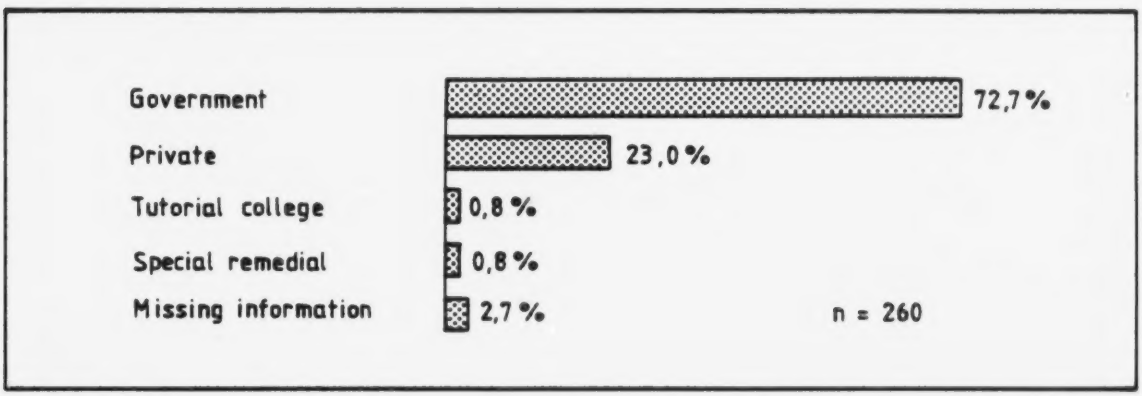
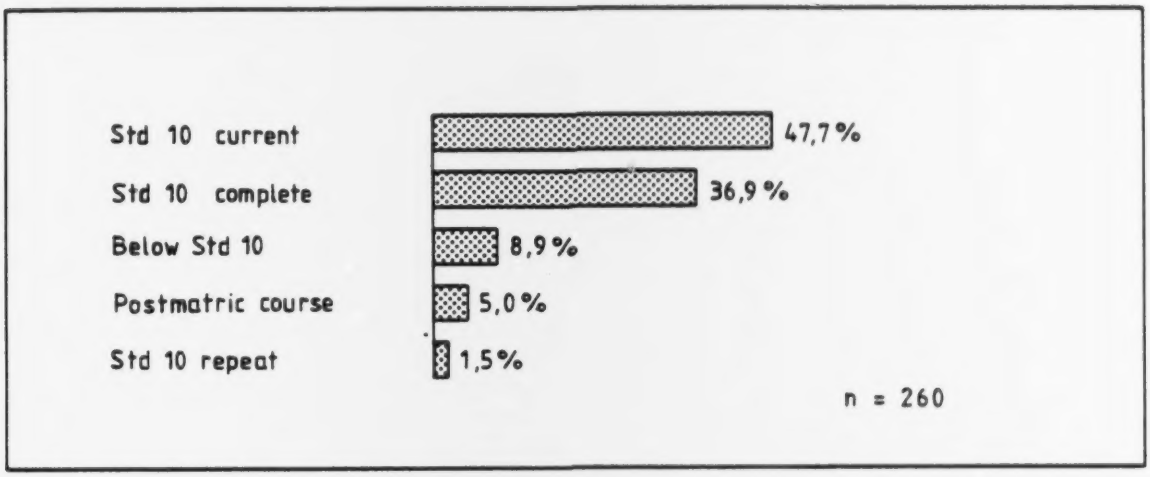


Figure 7 shows that the majority of clients attend government schools. This is a fair reflection of the available school facilities in Natal. However the percentage of clients attending private schools (23,8%) is far higher than the 13,07%* of Std 10 pupils attending non-government schools in Natal. This confirms the high socio-economic background of the clients.

* Central Statistical Service Newsletter p.23, 4 June 1985

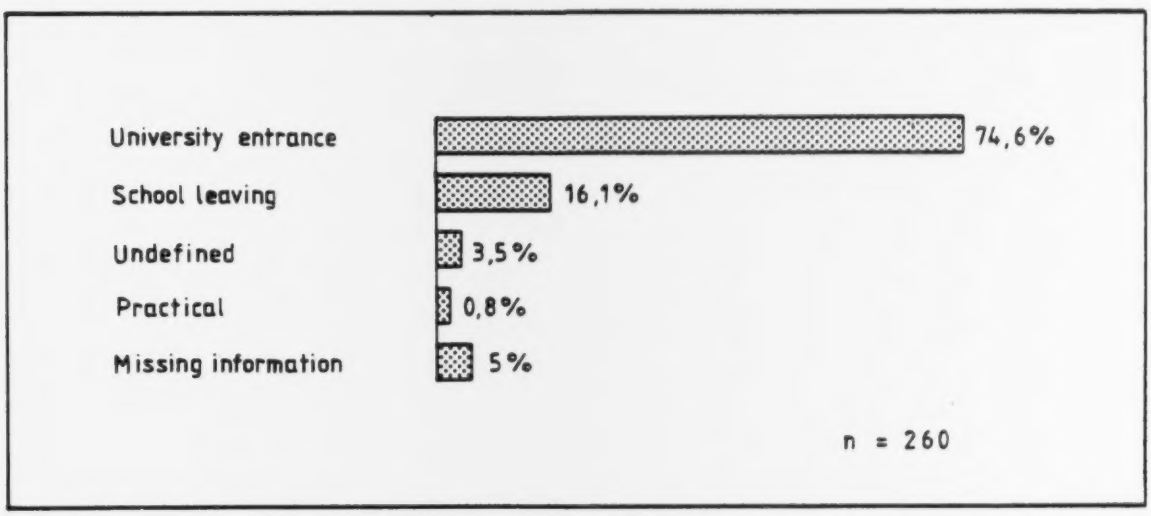
SCHOOL STANDARD

Figure 8



SUBJECT LEVEL

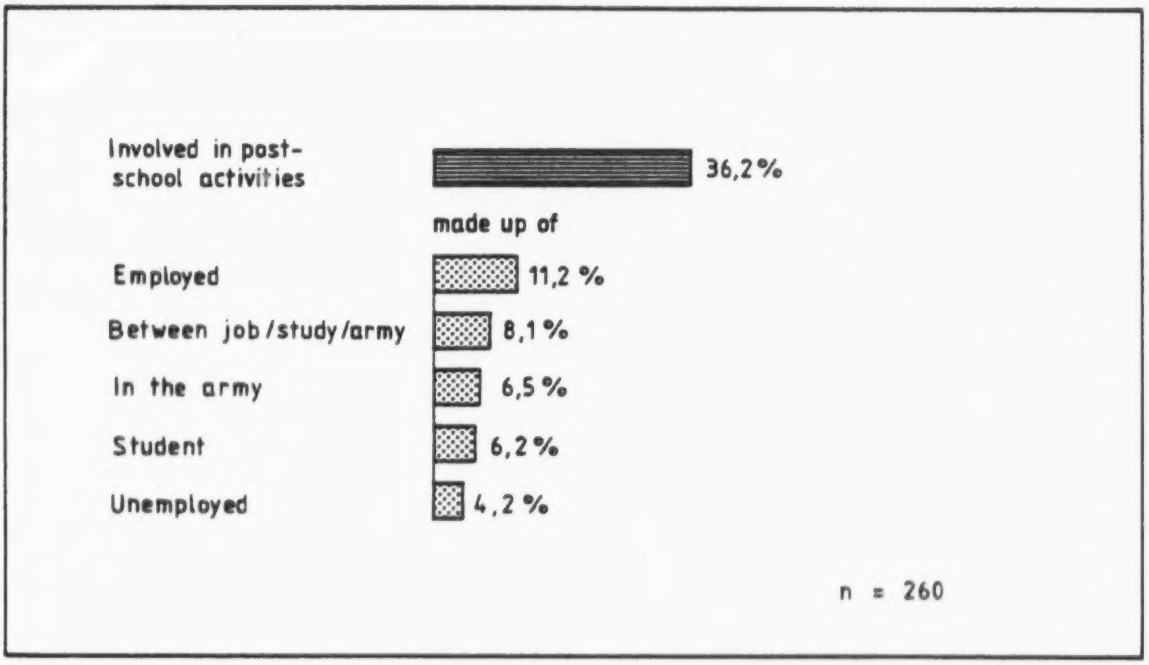
Figure 9



Most clients are in Standard 10 or have completed it. The majority take subjects at levels leading to university entrance.

POST-SCHOOL STUDY / ACTIVITIES

Figure 10



As most clients come for counselling during their last year at school, only a third had begun post-school activities. Only 25 clients had begun post-school study. These clients were pursuing courses ranging from apprenticeships to university degrees.

3.2 COMMENTS RELATED TO CLIENT TARGET GROUP

In Natal an equal proportion of male and female pupils enter the Senior Certificate examination of the Natal Education Department (and obtain university entrance passes).

The approximate 2:1 ratio of male to female Natal NIPR counselling clients (Figure 2, page 8) shows a far higher proportion of males than occurs in this population of school leavers.

This predominance of males is also reflected in the first year enrolment figures for the University of Natal (64% male, 1984), and Technikon Natal (59% male, 1984).

The distribution of the sexes among clients is likely to be similar to that among school leavers who contemplate further study. Other possible explanations include the following:

- Parents may be more prepared to spend money on career counselling for sons.
- Young men who wish to study may not have the same opportunities as young women for delaying decisions about study courses / careers or for trying different paths because of compulsory military service.
- Young women more often discuss their futures with peers than young men do. (One Natal NIPR counsellor finds that female clients, when interviewed, refer more to peer group opinions about courses and careers than male clients do).
- Young women are not coming for counselling because they still tend to opt for careers traditionally considered to be jobs for women (e.g. teaching, nursing, librarianship, as well as secretarial, sales and clerical work).
- Socialization results in young women considering work as a job they do prior to marriage rather than a long-term career (Van Rooyen, 1982(a); 1983).

The high socio-economic status of the client target group is evident from Figure 4 (page 9).

The vocational counselling service was set up as a "practical service to the country" (Fürst, 1965), as well as for research purposes, but mainly reaches the most advantaged White group.

Who uses the service is influenced by:

- Cost: callers referred to the NIPR by the Department of Manpower when its counselling facilities are fully booked, seldom make appointments once the fee is mentioned.

- Professional ethos: those from professional backgrounds are more exposed to family and friends from other professions. This may increase an awareness of career alternatives and of the availability of professional career counselling services.
- Restriction on advertising: as the service may not be advertised, those who use it learn of it from previous clients of similar socio-economic status.

Together these reasons suggest that the service as it exists will continue to reach the same target group.

CHAPTER 4

COMPARISON OF CLIENTS WHO RETURNED FOLLOW-UP QUESTIONNAIRES WITH THOSE WHO DID NOT

Previous research at the NIPR, Johannesburg, indicated few significant differences between those who returned questionnaires and those who did not. Differences that occurred were related to external factors, e.g. the type of school attended and religious affiliation (Shannon, 1973).

As the group of clients who returned questionnaires in the Natal study might have been a biased sample, questionnaire responses were tested for significant differences. The two groups compared were respondents and non-respondents.

For continuous data, *t* tests were applied according to the method described in Dixon *et al.* (1981). The following factors were tested:

- age
- scores for the test of Mental Alertness
- average school results
- scores for variables of the South African Personality Questionnaire (SAPQ), namely
  - social responsiveness
  - anxiety
  - hostility
  - rigidity
  - dominance

The *Chi*-square test to check for frequency differences (Dixon *et al.* (1981) was applied to the remaining factors, which were the following:

- sex
- home language
- highest school standard

- type of school attended
- military service
- occupational status
- father's occupation
- mother's occupation

Results showed that differences between the two groups were not statistically significant at the required level (p = 0,05), although two differences were of interest. The respondents had a higher frequency of professional fathers (p = 0,10) and a higher mean for the social responsiveness scale of the SAPQ (p = 0,166).

In view of there being no statistically significant differences between the two groups for the characteristics investigated, the respondents could be considered a representative enough sample of the total group who come for counselling.

CHAPTER 5

CLIENTS' EVALUATION OF THE SERVICE

5.1 RESPONSES TO THE QUESTIONNAIRE

This section is a summary of the 107 replies received to Section 5 of the questionnaire for clients (see Appendix 2).

There were few negative replies. The clients who gave them tended to add comments to support their opinions more often than the majority who replied positively. Particular attention is focused on the negative comments to highlight possible improvements to the service.

WHAT DO YOU THINK OF THE NIPR COUNSELLING?

Figure 11

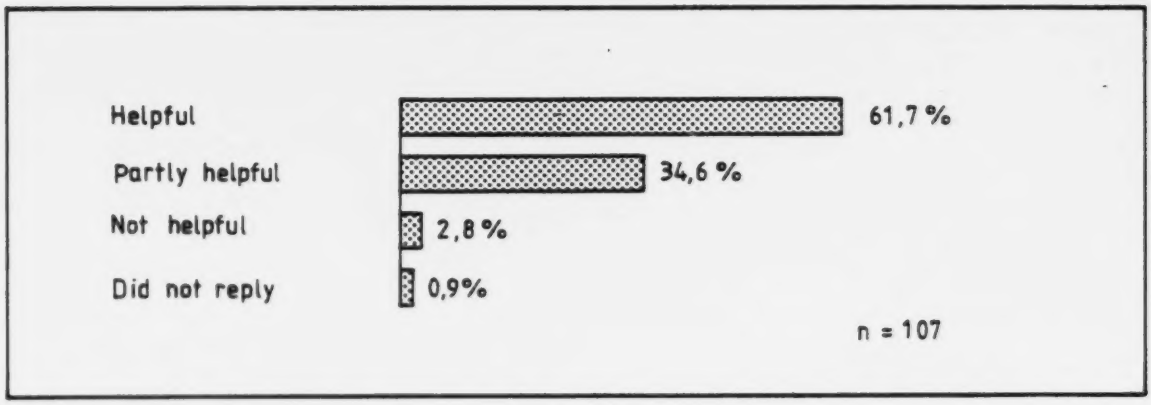
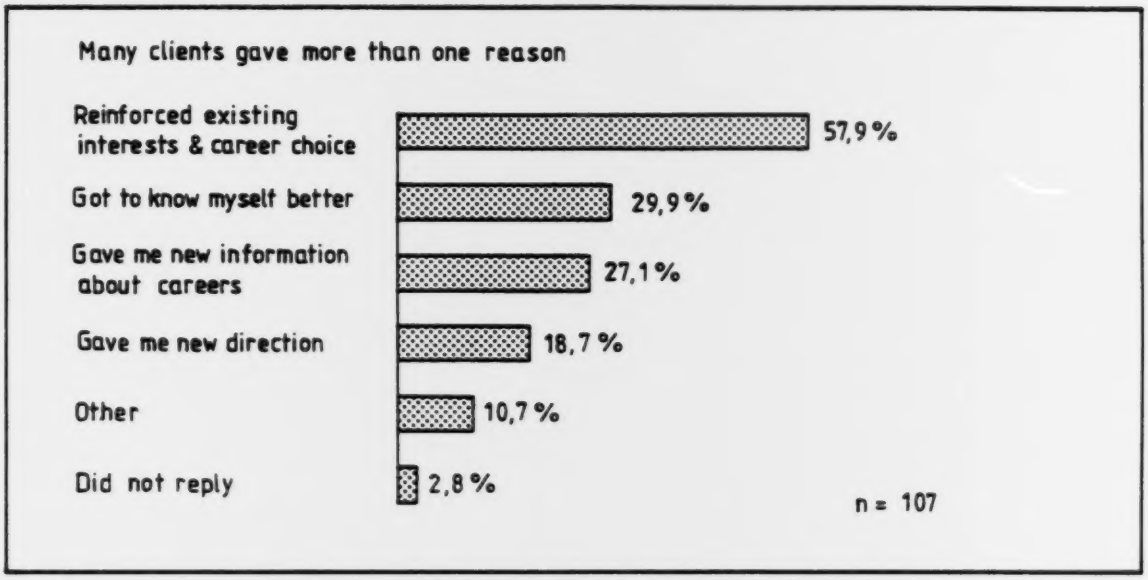


Figure 11 shows that almost all the clients who returned their questionnaires found the counselling helpful or partly helpful.

How the service was helpful is summarised in Figure 12 and how not helpful in Figure 13.

HOW WAS THE SERVICE HELPFUL / PARTLY HELPFUL?

Figure 12



Those who considered that the counselling confirmed what they already knew found this helped them to make a career selection. Other reasons included the following:

- They found out about their limitations.
- They learned that their interests and abilities do not always coincide.
- They felt more self-confident after they came for counselling.
- They discovered more appropriate alternatives.

"After counselling my eyes were opened. I realised that to change my life I must stop allowing the opinions of others to rule me."

"Counselling showed my parents what the teachers had tried to tell them - that I am not academically inclined."

A number of clients described how advice had led to study or career success.

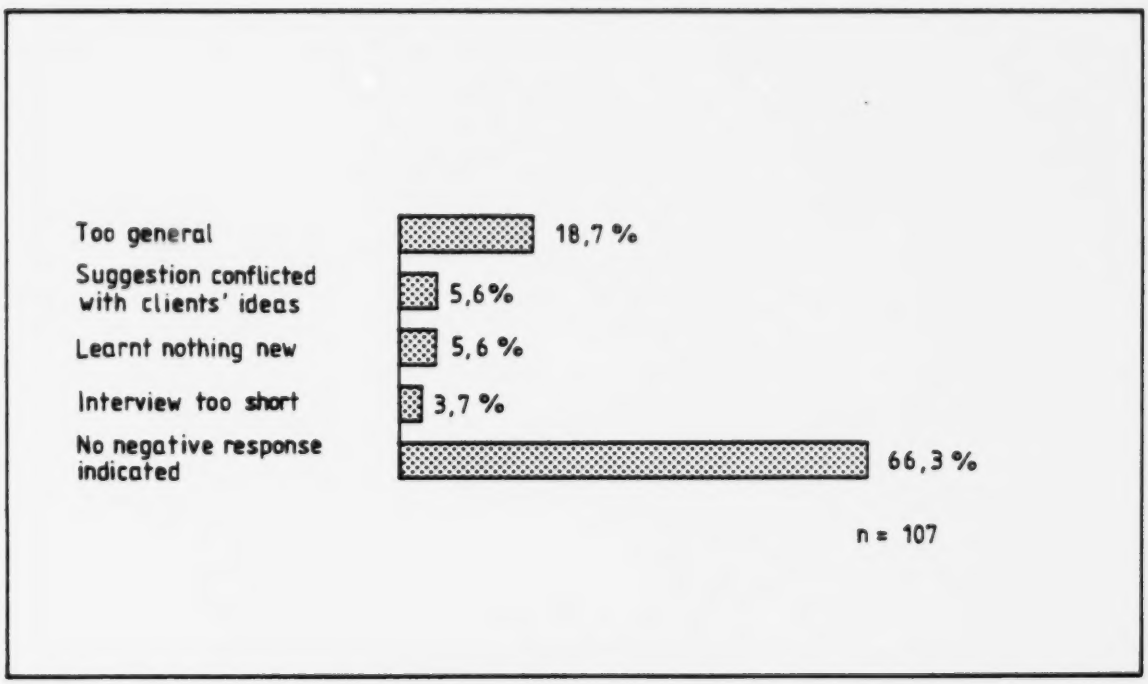
> *"Counselling suggested outdoor work, working with people. I am now in forestry dealing with 200 labourers."*

Two clients who had begun courses not recommended (through parental pressure or limited opportunity) confirmed they found them unsuitable.

> *"The advice was helpful but my mother persuaded me to do a BSc for its prestige value. Next year I will follow your advice."*

HOW WAS THE COUNSELLING NOT HELPFUL / PARTLY HELPFUL?

Figure 13



The most consistent criticism levelled at the counselling was that it was too general. This confirms the findings of earlier follow-up studies done by the NIPR, Johannesburg (Fürst, 1965; Shannon, 1973).

As it is NIPR policy that the responsibility to make a final career decision rests with the client, recommendations are not ranked, neither is one 'best' alternative suggested.

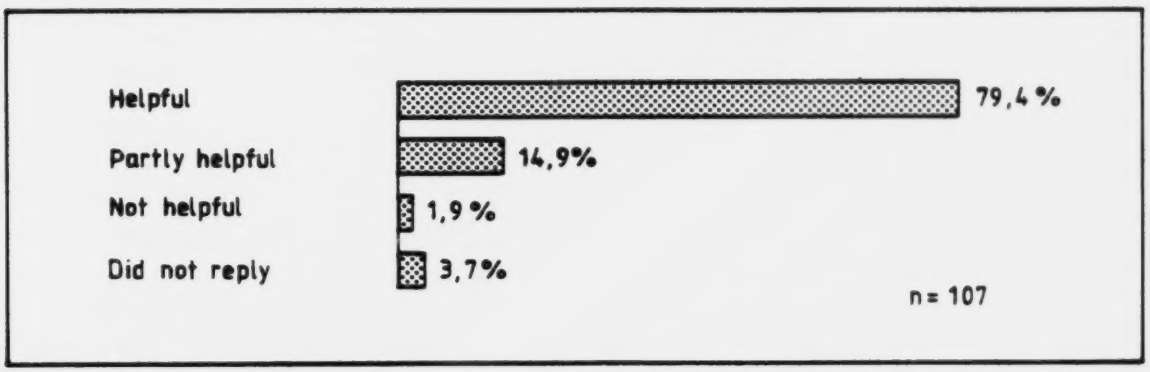
To deal with unrealistic expectations the information sheet sent to clients emphasizes the NIPR approach. Rather than giving the client very detailed information about the careers recommended in the report, the counsellor encourages the client to find out more about them independently.

Other complaints from clients included the following:

- The client could not afford to do the recommended course.
- The client could not find a career to match his unusual interests.
- The recommendations did not suit the client's personality.
- The client wanted addresses of people in the recommended profession.
- The tests did not help narrow down the career choices.

HOW DID YOU FIND YOUR INITIAL CONTACT WITH THE NIPR?

Figure 14



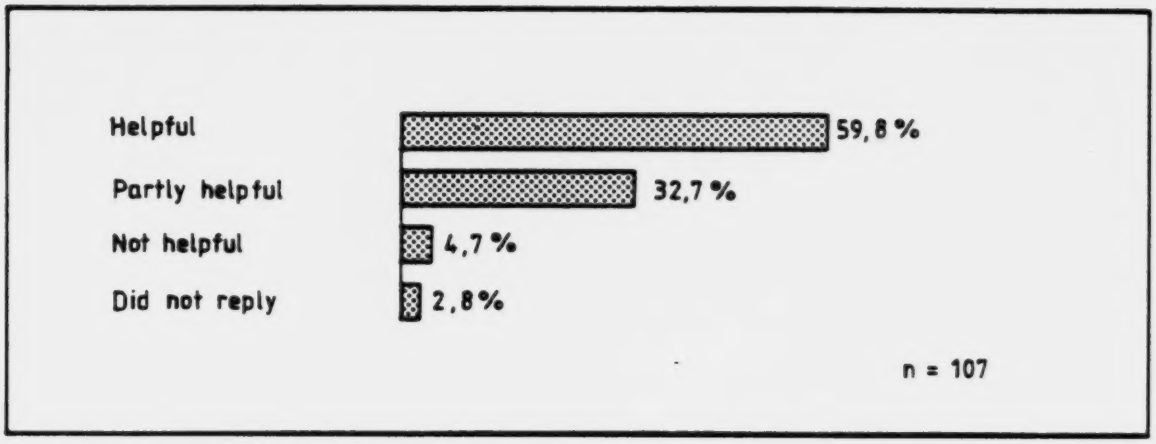
Clients felt that the staff had been friendly and helpful and that they had made considerable efforts to accommodate the clients despite heavy bookings.

"I had to change my appointment date several times but they were very helpful about this."

There was only one complaint about a delay in obtaining an appointment. One client had been uncertain about what to expect on the day. The information leaflet now includes these details.

HOW DID YOU FIND THE TESTING?

Figure 15



Most of the day is spent doing tests which clients may find tiring, even stressful. Figure 15 shows that most clients who replied found the tests helpful. Further comments indicated that clients considered the tests effective in pointing out their strengths and weaknesses.

"The tests were intensive, extensive and conclusive."

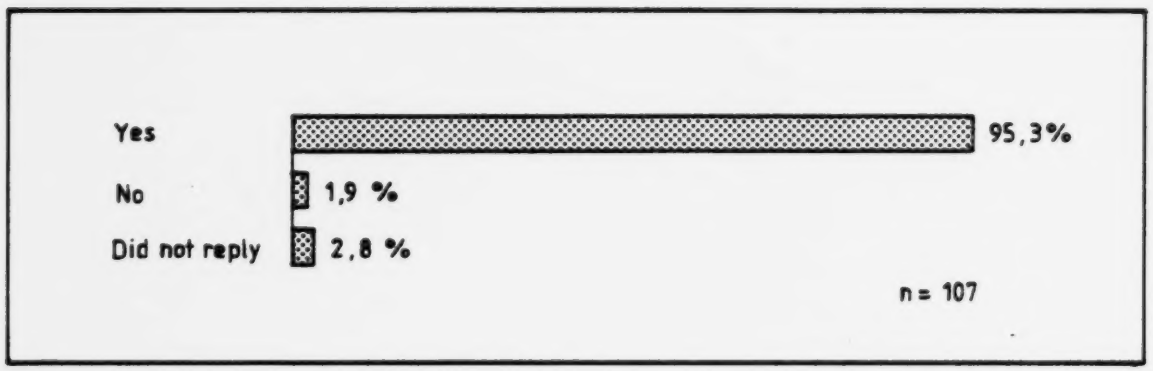
Unfavourable comments included the following:

- The time limits were too strict.
- There was no conversation, other than instructions, during testing.
- Illness and fatigue affected results.
- Too much time was spent on tests for too little return.
- Clients disagreed with test results.

"The tests were boring, tiring and too long."

DID YOU READ THE REPORT?

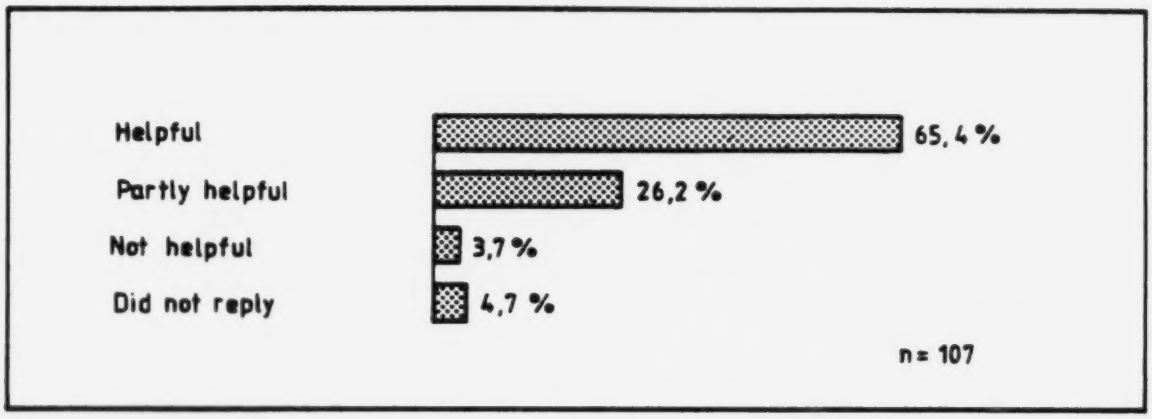
Figure 16



Although reports are sent to the parents of clients under the age of 21, Figure 16 shows that almost all clients subsequently read the report.

HOW HELPFUL DID YOU FIND THE REPORT?

Figure 17



Favourable comments from clients about the report included the following:

- They liked its clear, concise nature.
- They found a written record useful.
- It presented them with a realistic view of themselves.
- It pointed to a specific career or new alternatives.
- It was the most important feature of the procedure.

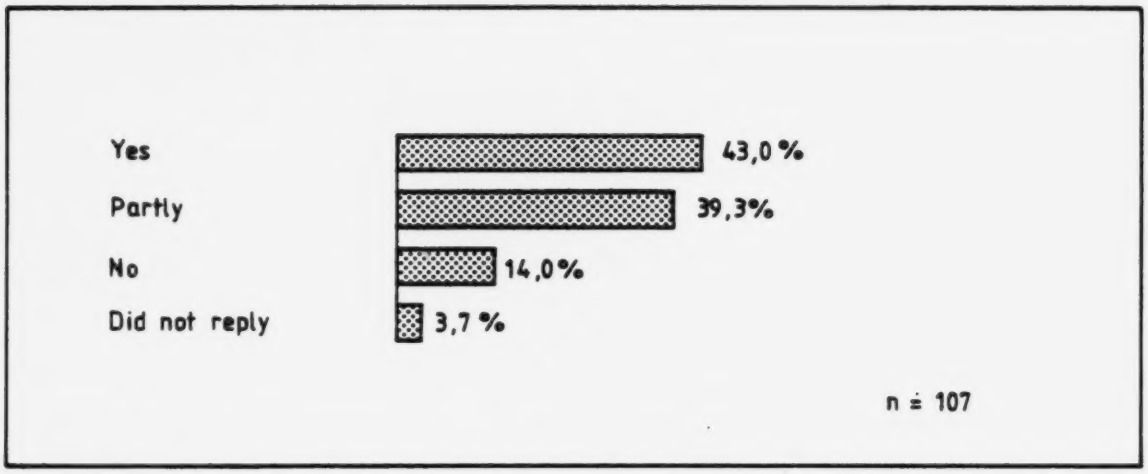
"I was touched by some of the comments in the report and felt that my counsellor had really taken an interest in me to go into such detail."

Negative comments about the report included the following:

- It did not lead to a final career choice.
- It did not add anything to the interview.
- It contained untrue statements.

ARE YOU FOLLOWING A COURSE OF ACTION RECOMMENDED BY THE NIPR?

Figure 18



Although Figure 18 suggests that fewer than 50% of clients were following NIPR recommendations, an analysis of additional comments shows that the proportion is higher. Many clients who replied that they were not following recommendations or only partly so were in reality following them but

- the NIPR recommendations had confirmed their original choice,
- the recommendation they had chosen was not at the top of the list of suggestions,
- they were not following a specific career but a recommended direction.

> *"I was advised to break my ties with my sheltered home life. I have done this and feel more in control of my life. I also intend to develop my writing ability as was suggested."*

Clients who were not following NIPR recommendations at all included the following:

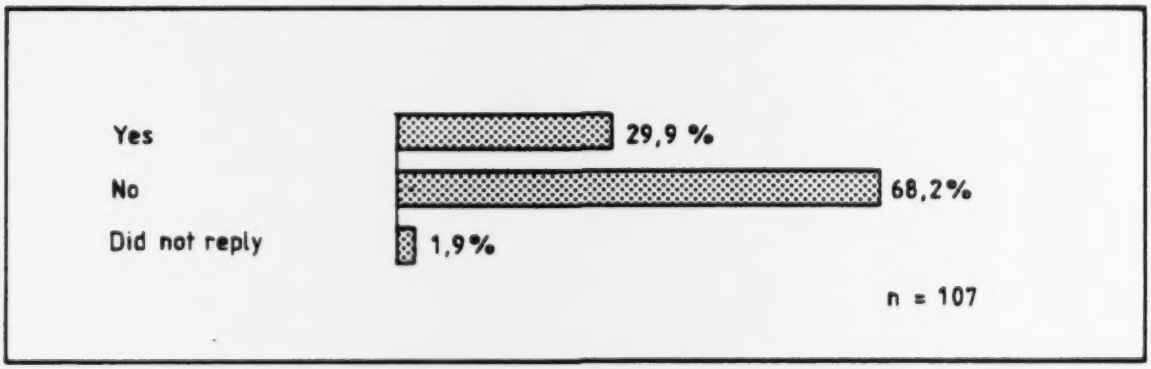
- clients in the army or still at school
- clients studying at university although a technikon had been recommended

- clients following courses not recommended
- clients who had been advised that the course mathematics would be too difficult for them (these were coping)
- clients who had applied too late for a recommended course
- clients who had not enjoyed the recommended courses

"Counselling suggested Mechanical Engineering. Instead I did pharmacy for six months. I am now in computers and it is fantastic!"

HAVE YOU OR YOUR FAMILY CONSIDERED COMING IN FOR A FOLLOW-UP INTERVIEW?

Figure 19



HAVE YOU ACTUALLY COME IN FOR SUCH AN INTERVIEW?

Figure 20

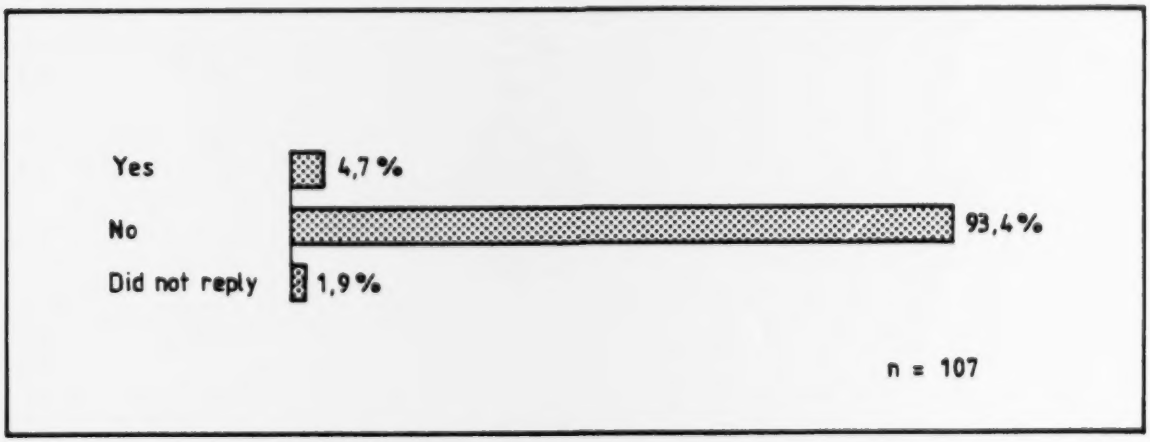


Figure 19 and Figure 20 show that many clients who consider coming for follow-up interviews do not do so. Comments show that there are clients who do not know they may return. Every report states that clients may come in at any future time if they wish.

WERE YOUR PARENTS SATISFIED WITH THE SERVICE?

Figure 21

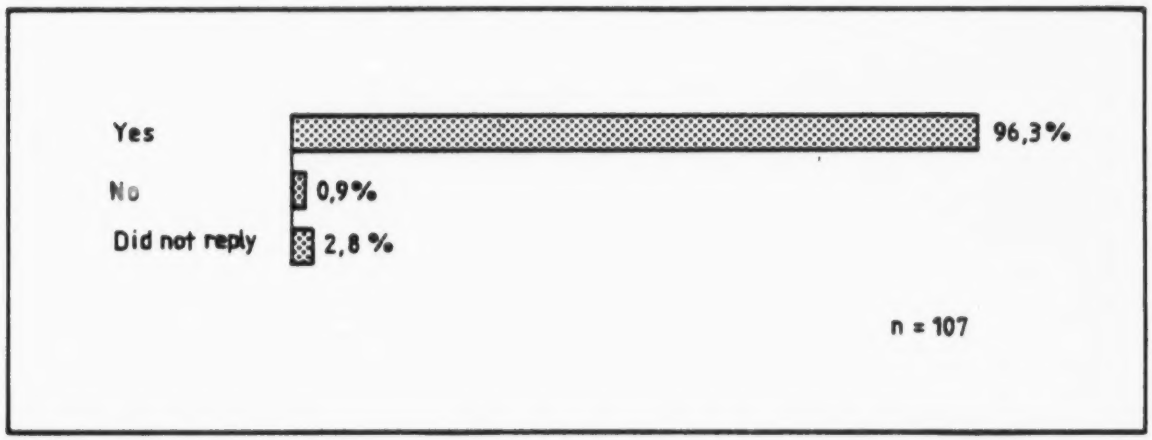


Figure 21 shows that only one client replied that his parents were disappointed although six others added negative comments. Their parents felt that

- the recommendations were not specific enough,
- the client still had doubts about suggested careers,
- the client did not have the necessary school qualifications to enter the recommended course. (This client had passed biology and applied for a course that gave preference to those with school science).

"My father was satisfied, but not my mother. The career recommended wasn't the one she wanted."

"They were neither satisfied nor dissatisfied. I make my own decisions. I did show them the report though."

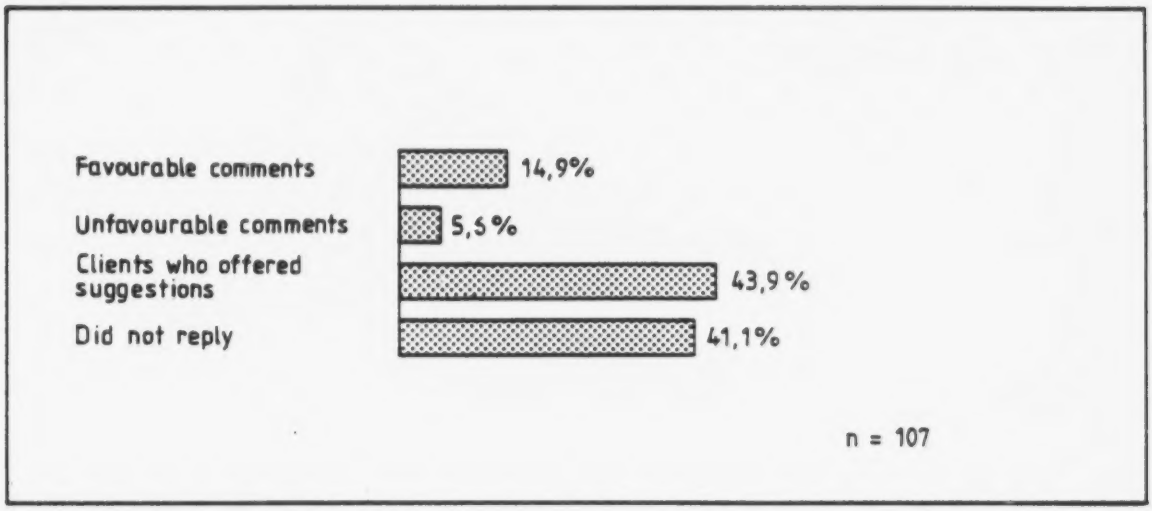
Favourable comments included the following:

- Parents learnt about the interests, capabilities and limitations of their children.
- Parents approved the broad choice of careers given to help the client.
- Parents thought counselling improved the self-confidence of clients.

"They were satisfied although my decision to become a priest lies beyond the scope of the testing procedure."

HOW COULD THE GUIDANCE BE IMPROVED?

Figure 22



Clients gave combinations of these replies. All the favourable comments said that no improvements to the service were necessary or possible.

Negative comments included the following:

- The service merely reflected clients' ideas and did not offer alternatives.
- The recommended careers were unsuitable.
- The counsellor could not provide further information about the recommended careers.
- Clients complained about the testing.

"I was placed behind a desk and given tests for the entire day without being spoken to."

SUGGESTIONS FOR IMPROVING THE SERVICE

A summary of the 50 suggestions made by clients is given in Figure 23.

Figure 23

Suggestions	Number
give longer interviews	9
give more specific alternatives	9
give more details about study courses	8
give more interviews	7
give fewer / shorter tests	6
give addresses / contacts	4
give different tests	4
give more details about recommended occupations	3

Clients wanted longer interviews for the following reasons:

- An interview is less tiring than doing tests.
- The counsellor could speak to the parents.
- The client could talk to a variety of people.
- The test results could be discussed in more detail.
- The client could get more immediate information before the report arrived.

Those who wanted more specific alternatives thought these would be more helpful than lists of different careers.

More details required about study courses included the following:

- the subject combinations and courses required for a recommended degree
- the various degrees available in a recommended field
- the courses and training available outside university study

"If only the counsellor had warned me how tough the university accounting course would be!"

Clients who wanted more interviews suggested

- one interview on the test day, another after receiving the report,
- two or three interviews spread over a month so that career choice did not depend on how the client felt on one particular day,
- further interviews to see if interests had changed and recommendations were still appropriate.

The following are some of the suggestions on the timing of the tests:

- Allow more lenient time limits.
- Spread the tests over more days.
- Give longer breaks between tests.

Other comments about tests included the following:

- Introduce some test of practical ability, e.g. woodwork.
- The test of arithmetical ability is not suitable for those accustomed to calculus / applied mathematics.

Clients wanted addresses and contacts so that they could find out what the recommended careers were like in practice. One client did not know how to contact people already working in the recommended field.

Other details requested were

- the names of firms who employ people for specific jobs,
- details about salaries / prospects and job opportunities,
- details about work conditions,
- more about the subjects needed to qualify for a specific occupation.

Two clients wanted to know about unusual careers.

OTHER COMMENTS

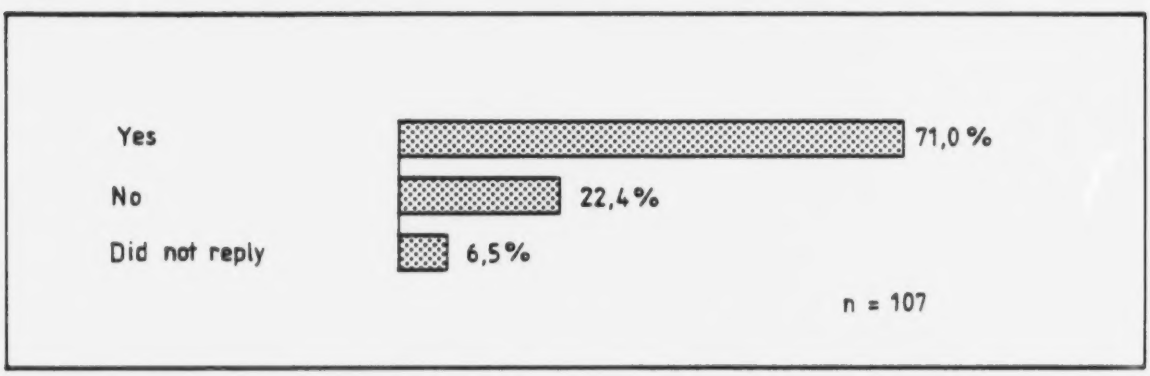
Further suggestions offered here included the following:

- Advertise the service more vigorously.
- Offer the service in Pietermaritzburg.
- Extend the service to Standard 10 pupils in all schools.
- Give tests of manual skill.
- Provide reading matter on careers for clients who have already decided what to do.

Most clients who used this section to sum up their opinion of the service were positive, including a client who had given negative replies to most questions. Here he conceded that it would be difficult for a counsellor to narrow down recommendations to a single career in one day.

HAVE YOU RECOMMENDED THIS SERVICE?

Figure 24



Reasons why clients had not recommended the service included the following:

- They did not know anyone of school-leaving age.
- They did not know anyone making a career decision.
- Friends had received reports with similar recommendations.

"No-one else I know has a problem. They all made early decisions about where they are going."

Clients who had recommended the service to family and friends described favourable results.

5.2 COMMENTS RELATED TO CLIENTS' EVALUATION OF THE SERVICE

Positive feedback summarised in this section indicates that most clients felt that the service had met their needs.

The majority of the clients recommended the service to others (Figure 24, page 32) with favourable results. This helps explain why the numbers seeking vocational counselling at the NIPR, Natal have increased over the years in spite of the service not being advertised. As already mentioned in Chapter 3, it is a further reason why the clients continue to come from the same socio-economic group of the community.

The total number of clients who gave direct negative responses to specific questions never exceeded 5 although 7 offered unfavourable comments about the service.

The few negative comments and the suggestions offered to improve the service show that some clients consider the recommendations to be too general. There are clients who expect the immediate end result to be a final career decision in spite of the clearly stated aims of this service to the contrary.

Many suggestions made concerning the service, e.g. longer interviews and/or more of them are not practicable within the context of the current one-day testing and counselling procedure.

The need for more details about courses, names and addresses of employers within recommended fields, and more specific career information indicate that many clients may be uncertain how to proceed effectively with these investigations themselves.

One solution to this problem would be an accessible data bank of career information. The DISCOVER system adapted by the HSRC and currently being tested in various university centres is one possible method of enabling individuals to have access to updated career information.

CHAPTER 6

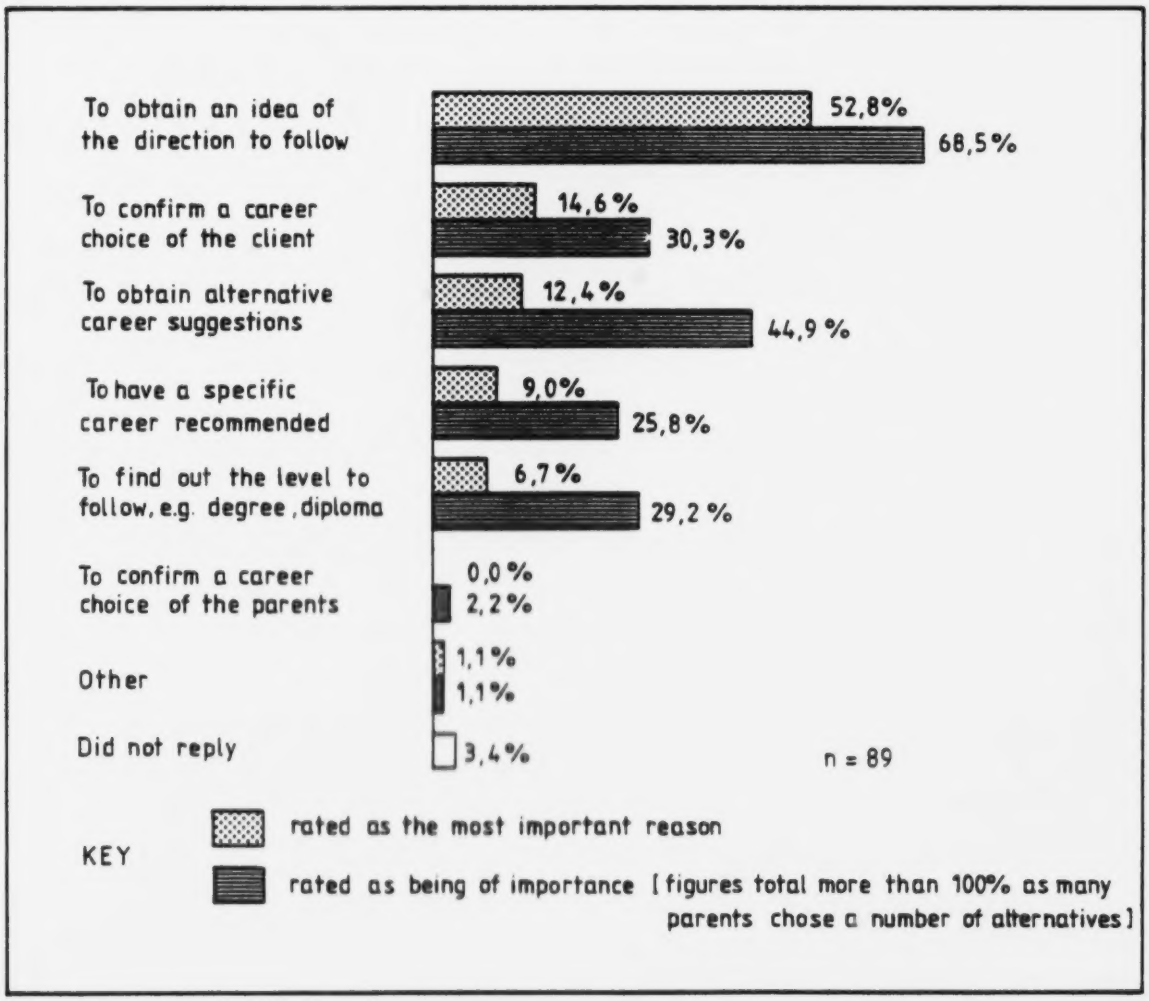
PARENTS' EVALUATION OF THE SERVICE

6.1 RESPONSES TO THE QUESTIONNAIRE

Figure 25 shows the reasons parents sent their sons / daughters for vocational counselling. It shows the reasons rated as most important as well as those rated as of some importance.

WHY DID YOU SEND YOUR SON / DAUGHTER FOR COUNSELLING?

Figure 25



WAS YOUR PURPOSE FULFILLED?

Figure 26

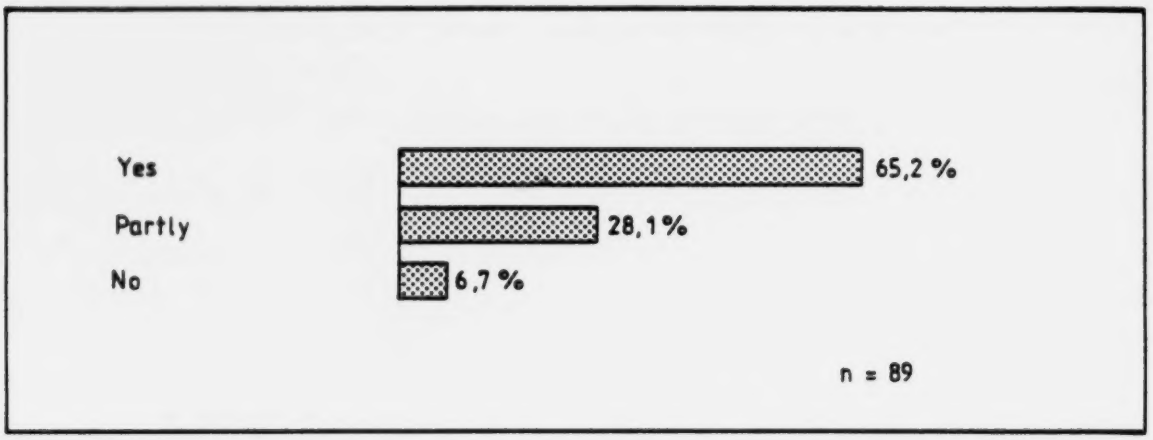


Figure 26 shows that few parents did not feel satisfied that their objectives had been met in sending their sons / daughters for counselling.

Those who did not gave the following reasons:

- The advice was vague and superficial.
- The client was not succeeding in the recommended field.
- Military training had postponed the career decision.
- Remaining at school had postponed the career decision.

"On completion of his military training our son was not selected for medical school."

Parents who were satisfied described the benefits to clients as follows:

- The counselling confirmed the career choice of clients.
- The clients passed the recommended courses.
- The clients enjoyed the recommended careers.
- The new career options were more appropriate than previous choices.
- The clients had new information about careers.
- The clients developed the confidence to make career decisions.

"Our daughter had trepidations about entering what is considered a man's world. She has passed her first year of Civil Engineering and been awarded a bursary. She is enjoying university life."

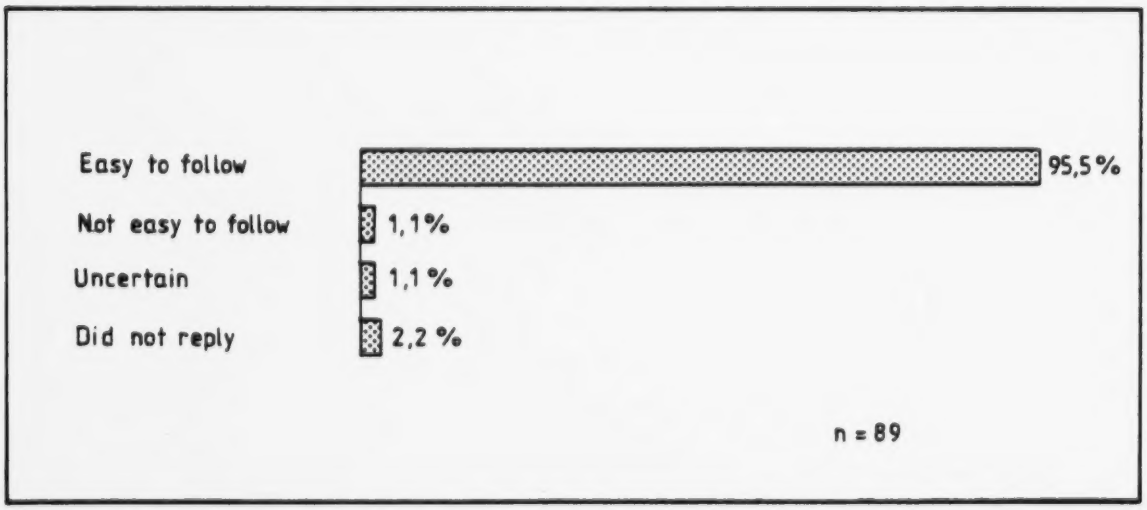
Parents who felt that their objectives had been partly met gave the following reasons:

- Counselling helped the client decide but did not lead directly to a career choice.
- Clients started recommended careers / courses but did not enjoy them.
- The client repeated Standard 10 and postponed a career decision.
- Military training postponed a decision.

"Our daughter could not choose between speech therapy and travel work. The counselling suggested university but she didn't enjoy it and left after a year. She then came top in a travel course and loves her work."

WAS THE WAY IN WHICH TEST RESULTS WERE PRESENTED EASY TO FOLLOW?

Figure 27



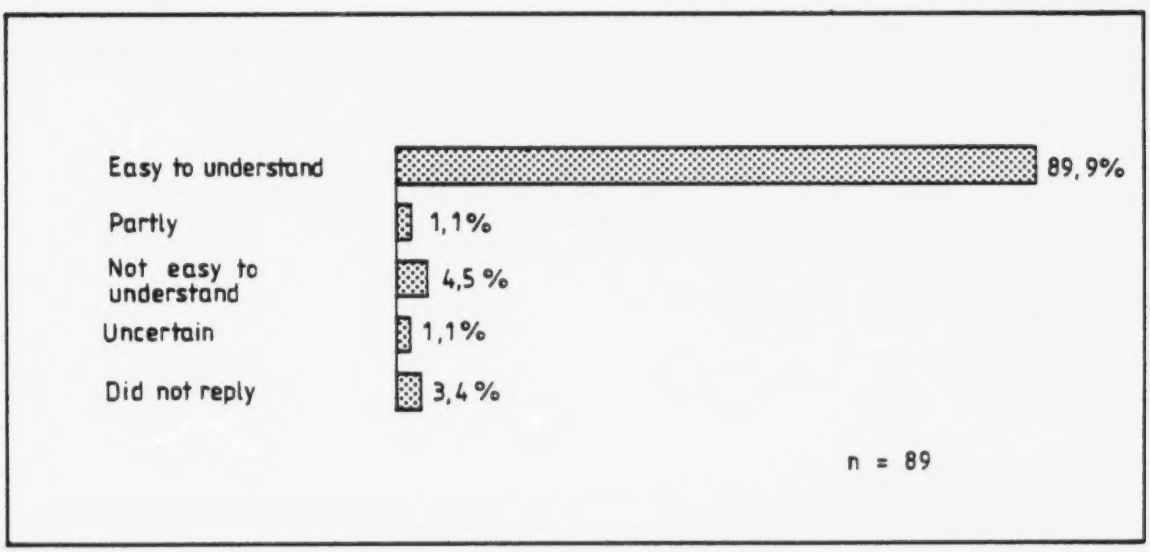
Test results are presented on a sheet listing all the possible tests by name and the NIPR code number. The results are indicated only for the tests that were considered appropriate and that were administered to the client. Clients' results are compared with those of an appropriate group.

Figure 27 (above) and Figures 28 and 29 (below) show that most parents understood the test results, how to interpret them and the contents of the report. Comments included the following:

- The test summary could be more streamlined.
- Why were only some of the tests administered?
- The test code number conveys nothing to the reader.

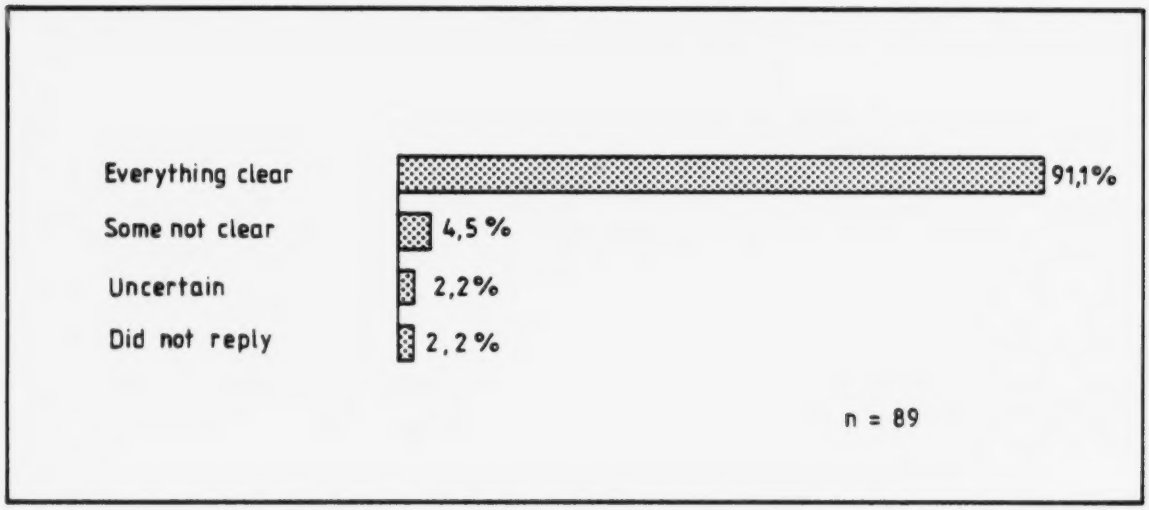
YOUR SON'S / DAUGHTER'S RESULTS WERE COMPARED WITH THOSE OF AN APPROPRIATE GROUP, E.G. NON-MATRICULANTS, MATRICULANTS AND UNIVERSITY STUDENTS. DID THIS HELP YOU TO UNDERSTAND HIS/ HER RESULTS?

Figure 28



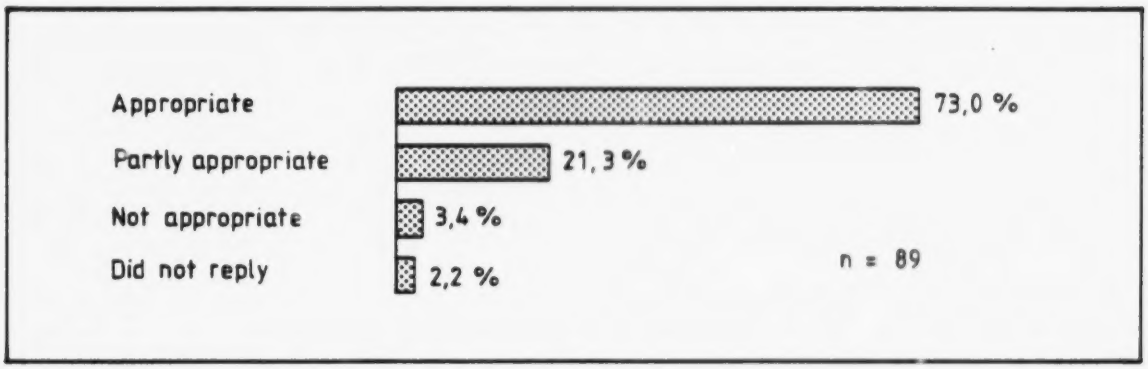
WAS ANY PART OF THE REPORT NOT CLEAR TO YOU?

Figure 29



DID YOU FIND THE RECOMMENDATIONS APPROPRIATE?

Figure 30



Parents who found the recommendations appropriate gave the following reasons:

- They helped the client choose a course / career.
- The client had succeeded at the recommended course.
- The recommendations had generally positive results including the achievement of personal satisfaction.

> *"Your recommendation that he leave home to attend university has been so beneficial. He has matured and can stand on his own two feet. We are pleased and proud."*

Those who considered the recommendations only partly appropriate gave reasons which included the following:

- The recommendations were not specific enough.
- The client followed the recommendations and found them unsuitable.
- The client chose to follow a course not recommended.

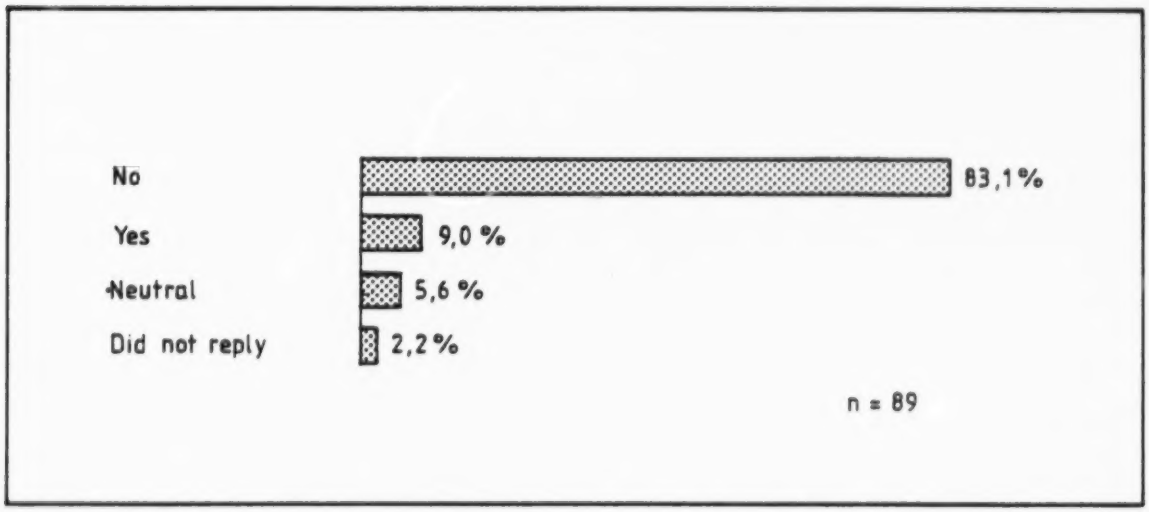
> *"The recommendations did not prevent him from entering the wrong career."*

Only three parents considered the recommendations wholly inappropriate. They gave the following reasons:

- The recommendations were too general.
- They merely confirmed the client's preferences.
- They helped neither with a decision about university training nor with a career choice.

DID YOU FEEL THAT ANY OTHER SPECIAL TEST SHOULD HAVE BEEN ADMINISTERED?

Figure 31



Many parents felt that they had insufficient knowledge of tests to answer this question.

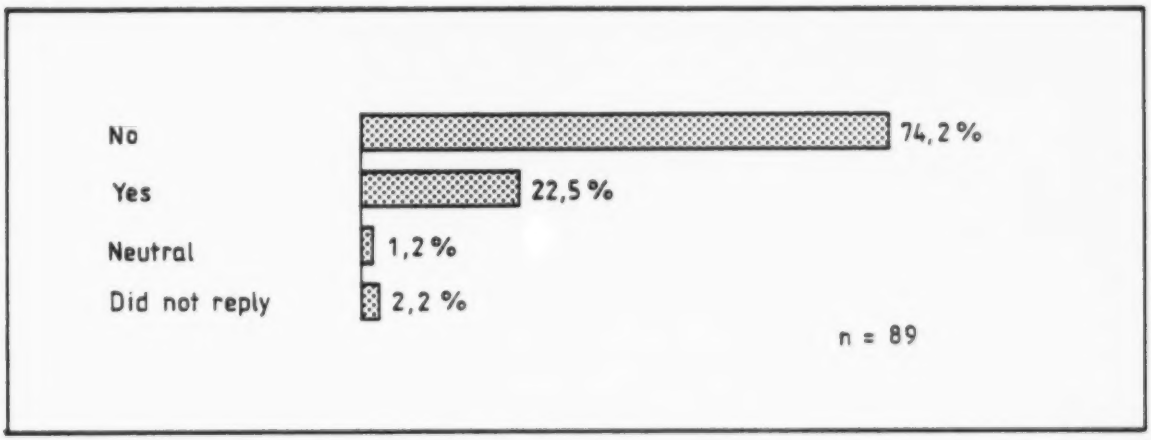
Suggestions included:

- tests of concentration
- tests of application
- tests of adaptation (e.g. to a trade)
- "IQ" tests

"We so hoped the tests would reveal some previously unrecognized talent in our son."

WOULD YOU HAVE LIKED ADDITIONAL INFORMATION?

Figure 32



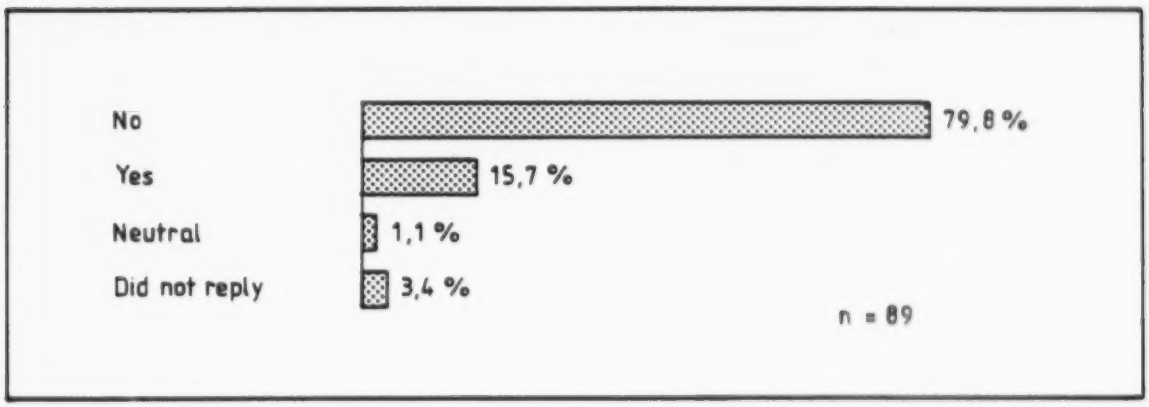
Additional information suggested included the following:

- employment opportunities in specific fields
- information on how to enter a new career
- more analysis of personality

> *"Unfortunately guidance at school is unsatisfactory so parents look to the NIPR for all information about job opportunities."*

WOULD YOU HAVE LIKED A MORE DETAILED EXPLANATION?

Figure 33

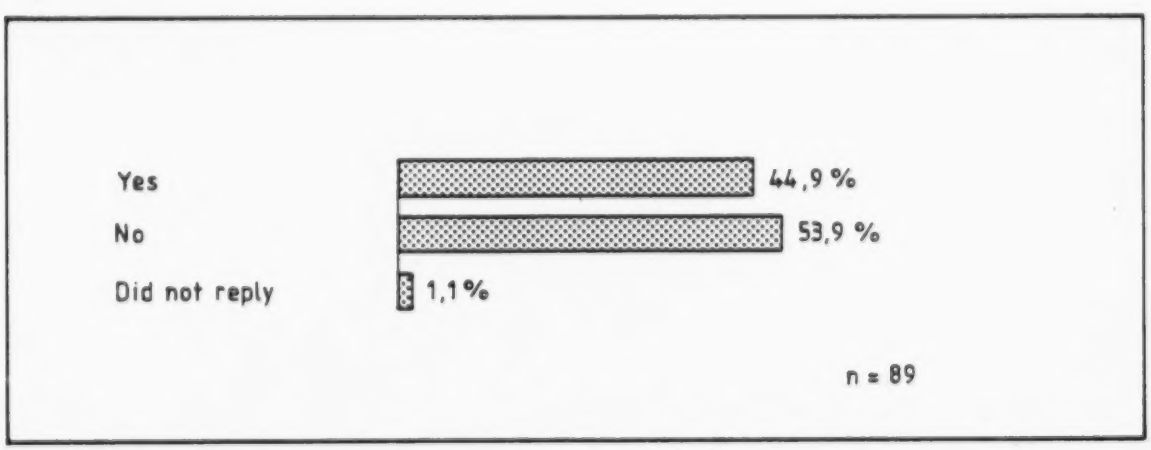


Few parents offered further comment on this question. Those who did, wanted an explanation of

- the test of spatial ability,
- how the counsellor chose the recommended careers,
- the contradiction between a client's low test scores and good school results.

DID YOU FEEL IT WOULD HAVE BEEN HELPFUL TO HAVE HAD AN INTERVIEW WITH THE COUNSELLOR?

Figure 34



Almost half the parents who responded to this question felt it would have been useful to have had an interview with the counsellor.

A few parents who had taken up this option appreciated the insight it gave them into the report.

Suggestions in favour of a parent interview included the following:

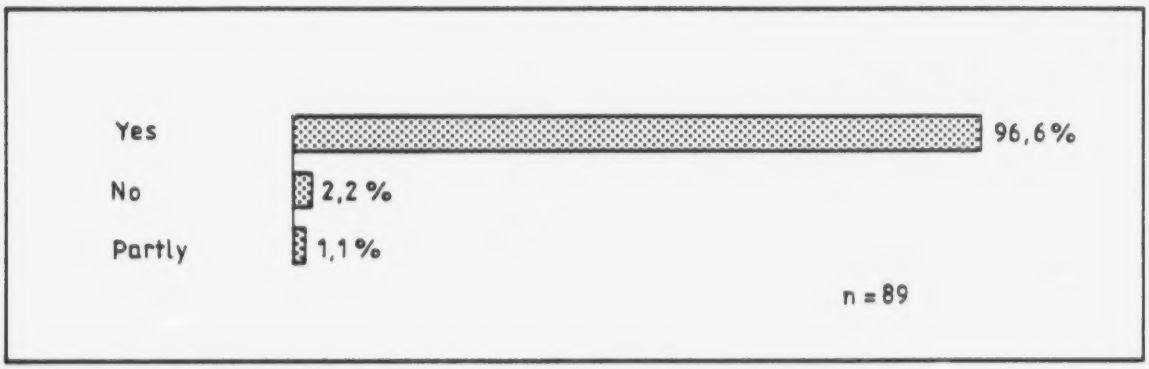
- It should take place after the report had been read.
- The client should participate.
- It would help parents know how to encourage the client.
- The counsellor could learn more about the client from parents.
- Parents could assess counsellors' attitudes that may affect recommendations.
- Parents could discuss any disagreements about recommendations.

Those who considered an interview between parents and counsellor unnecessary offered the following reasons:

- The report was sufficiently clear and concise.
- Biased parents might obstruct the process.
- The service was for clients, not parents.
- It was important for clients to take responsibility and act independently.

HAVE YOU DISCUSSED THE REPORT WITH YOUR SON / DAUGHTER?

Figure 35

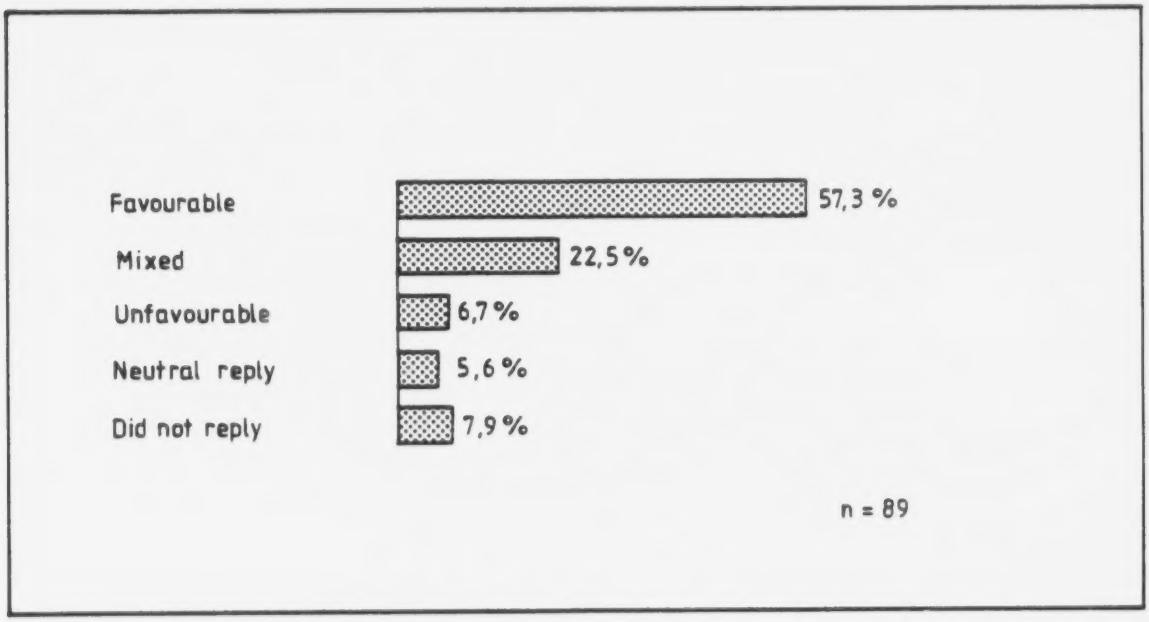


Two parents had not shown the report to their sons. A year after counselling one client was following a computer programming course that had been an NIPR recommendation. The father's reason for not showing him the report was that it might "influence his career decision." This parent telephoned NIPR after receiving the follow-up questionnaire to ask if it would "harm" the son to see the report now that a year had passed!

In the other case the client performed poorly on tests but did well at school through hard work. The parent had withheld the report in case it proved discouraging so close to the final examination. She intended to give it to him when he returned from the army and needed to finalise his career decision.

WHAT WAS YOUR SON'S / DAUGHTER'S REACTION TO THE REPORT?

Figure 36



Parents who described favourable reactions of clients to the report gave details of success at courses. These included distinctions and merit awards.

There were accounts of increased self-confidence and insight which went beyond the choice of career or study course.

> *"She agreed with the report and seemed less desperate afterwards."*

> *"He found the report helpful and constructive - it gave him peace of mind."*

> *"After reading the report she was confident that she would be on the right road, as those who dealt with her - unlike previous advisors - knew exactly what they were doing."*

Unfavourable reactions to the report described by parents included the following:

- It was too obvious.
- The client was not interested in the conclusions.
- As time passed the client felt less certain about the recommendations.
- More face-to-face contact would have been preferable.

> *"The report was disappointing, the procedure impersonal and superficial, and the results uninspiring."*

ANY OTHER COMMENTS?

Forty parents added comments here. Half of these were favourable. The remainder offered suggestions or criticisms.

Once again many parents described the study / career success of clients as if these were a direct consequence of the counselling received.

"Your counselling resulted in increased motivation. Our son improved his school results by 10%, came second in Natal in the JMB examinations and first in South Africa for Science and Biology."

"We were surprised at the initiative he showed after counselling. He wrote to several organizations and obtained an Escom bursary to study at university."

"Our daughter has grown enormously as a person. Thank you for the insights into her character and abilities, as well as the practical suggestions which helped her to choose, and us to approve her choice."

"Your tests are real value for money."

Criticisms included the following:

- The counsellor could not answer all the client's questions.
- Counselling had not helped the client's (or the parents') confusion.
- The client had dropped out of the recommended course.
- The job recommended gave the client no satisfaction.
- There were no opportunities in the recommended field.

"There is neither employment available nor the opportunity to obtain the necessary practical experience for my son to complete his qualification as a mechanical engineering technician as you recommended."

"Maybe I should be tested to find out where I fall down as a parent. Am I unusual because I want my son to decide on a career?"

Suggestions made included the following:

- The client's level of maturity should be established before testing.
- Career opportunity booklets should be provided.
- Pupils should be tested when they make their final subject choice in Standard seven.

6.2 COMMENTS RELATED TO PARENTS' EVALUATION OF THE SERVICE

A total of six parents felt that their objectives had not been met in sending their son / daughter for counselling. Some of the reasons given were unrelated to the counselling, e.g. the career decision had been postponed because of compulsory military service. The main criticism was that the recommendations were too vague. Thus some parents, as well as clients, expect a final career decision to result from the one day counselling procedure.

Figure 25 (page 35) confirms that these parents are in the minority as most wish to have specific career directions recommended for clients or choices confirmed.

Many enthusiastic accounts of study / career success were offered by satisfied parents. These were often presented as if the counselling was the only reason for the favourable outcome. In reality many other factors must play a role in the client's decision making and subsequent success.

Suggestions about additional information that parents would have liked, included more specific details about employment opportunities in recommended fields, as well as other general information about career entry. This coincides with the suggestions made by the clients themselves.

CHAPTER 7

RECOMMENDATIONS AND CONCLUSIONS

7.1 FAVOURABLE RESPONSE

Clients and their parents who participated in this follow-up study were overwhelmingly positive in their questionnaire replies. This indicates that most clients find the service helpful with respect to their career choice.

The published follow-up studies of the NIPR vocational counselling procedures (of which this is the seventh) include the services offered in three separate centres staffed by different counsellors. Each study has shown similar positive results, with few clients not completely satisfied.

Overall this suggests that the service as it exists offers an effective method of clarifying career choice for most clients. This finding provides a convincing reason for maintaining the counselling service in spite of criticism in the literature on the subject of this type of counselling service. (Crites (1981) quotes criticism from 1950 onwards of the so-called "shotgun" approach to career counselling, namely a battery of tests followed by an interview.)

7.2 CRITICAL RESPONSE

Criticisms of the service by clients who voiced dissatisfaction with the service suggested that, in general, the following would remedy unmet needs:

- more detailed, up-to-date and accessible information about specific careers
- more in-depth, accurate assessment of clients' abilities, personality and interests obtained more objectively than

from the information presented by the client during the interview
- a service with a different approach that includes fewer tests and longer interviews

The need for improved career information is acknowledged by counsellors in all centres. At present a variety of information about careers is available from a number of sources. These include the magazines, *My Career* (published by the Department of Manpower), *Careers for You* (distributed by National News Distributors), and publications by the Human Sciences Research Council and other bodies.

Not so readily available is information concerning, among other issues:

- the changing supply and demand with respect to different careers in different cities / regions
- current salaries offered in a wide range of careers
- conditions of service

The request for more accurate assessment may suggest the need to improve the various psychometric instruments used. It may also indicate that there are some clients who are unable, or not yet ready, to benefit from test results.

The suggestions for a service that lays more emphasis on the interview may be expressions of dissatisfaction with the one-stop system of career counselling. The trend in career counselling research, reflected in the major career counselling journals (e.g. *Journal of Counseling Psychology*, *Journal of Vocational Behavior*, *British Journal of Guidance and Counselling*) has been to recognise that clients with different career choice problems benefit from different types of intervention specific to their needs. In order to identify clients' different needs, current theorists are giving attention to the development of screening instruments, e.g. for career maturity (Crites, 1978), for career decisiveness (Jones and Chenery, 1980; Osipow, 1980; and

Rubinton, 1980) and to identify obstacles to career decision making (Holland, Daiger and Power, 1980).

Thus criticisms of the career counselling procedure may reflect less on the quality of the service rendered than on the need to research alternative methods of intervention that may be offered.

Indications are that the existing service is a viable one. While its ongoing monitoring is considered to be important for providing feedback to the counsellors, energy could now be channelled into developing related services and screening instruments to identify the type of help that could most benefit specific clients in their career decision.

7.3 UNREALISTIC EXPECTATIONS

This study shows that many clients, and their parents, continue to have unrealistic expectations of career counselling.

Many clients expect an expert decision from the counsellor on the best career to follow as if some perfect career awaits each client. This passive approach on the part of the client is of grave concern in the context of the rapidly changing world of work in which unemployment is a major factor.

It is possible that the existing method of vocational counselling helps to confirm many clients' expectations that the tests will reveal the answers and that the "expert" will interpret them.

Counselling methods that encourage independence and a pioneering spirit to help clients cope would be more appropriate to changing circumstances.

7.4 SEX OF CLIENTS

Women are the fastest growing sector of the South African labour force (Van Rooyen, 1982(b)) yet this study shows that far fewer female than male school leavers come for vocational counselling.

Female school leavers tend to move into traditionally female jobs which may suggest that they, or their parents, believe they have limited or easier choices to make compared with young men. In reality women are represented in all categories of work although in varying numbers (Van Rooyen, 1982(b)).

If "career choices made by young women may well be pseudo-explorations pending marriage plans" (Van Rooyen, 1982(b)), then women are making their important career decisions later in life than men.

Questions raised for further investigation include the following:

- What empirical studies should be conducted to establish why fewer women come for vocational counselling?
- Is vocational counselling for women more effective later in life?
- Could vocational counselling of school-leavers include long term planning to facilitate later progress or career re-entry for women?
- Do current vocational counselling methods sufficiently heighten the awareness of women to the opportunities available in non-traditional occupations?

7.5 SOCIO-ECONOMIC LEVEL OF CLIENTS

The limited target group benefiting from vocational counselling from the NIPR as identified in Chapter 3 is cause for concern for the following reasons:

- Studies show that socio-economic factors affect career opportunities and career choice (e.g. Roberts, 1968/1974; Jencks, 1977; Sonnenfeld and Cotter, 1982). Thus research conducted on a particular socio-economic group is limited in applicability.
- Test norms based on scores of a limited target group are likely to be biased and may put other groups at a disadvantage.

The vocational counselling techniques developed by the NIPR will continue to provide useful ongoing research material. Furthermore, the NIPR offers facilities for training counselling psychologists in these techniques. Nevertheless, this one-stop counselling procedure is expensive in terms of time and manpower.

As an increasing number of psychologists in practice become able to provide a similar service it has become necessary to consider alternatives that reach larger and more representative groups of people.

The Division for Counselling Psychology and Personnel Assessment of the NIPR, Johannesburg investigated the relevance of the counselling procedures to matriculants in Soweto (Hall, 1978). This resulted in the Education Information Centre and the Careers Centre, Soweto adopting the service as part of their counselling and placement service.

In 1981 the same division became involved in the training of newly appointed high school guidance teachers in Soweto and Alexandra. In 1982 it extended this training to primary school guidance teachers (Spence, 1982(a), 1982(b), 1982(c)). Group workshops have been held for school children in these areas as well.

If the counselling service is to continue to be of practical service to the country, the NIPR needs to continue to investigate ways of broadening the usefulness and appeal of its service.

Possibilities for investigation include the following:

- the provision of up-to-date accessible career information
- computer-based self-help type of counselling
- counselling for unemployment
- development of a skills training approach along the lines developed overseas by Hopson and Scally (1980, 1981, 1982)

CHAPTER 8

NATAL TEST NORMS

8.1 INTRODUCTION

In keeping with the accepted practice in the use of psychometric tests (e.g. Anastasi, 1968; Sundberg, 1977), NIPR policy requires that clients' test scores be compared with those of a comparable norm group. The norm group should have a similar educational level and be representative of those with whom the client competes for training or employment (Visser, 1977; Raubenheimer, 1983).

Based on the assumption that the Transvaal and Natal target groups that seek vocational counselling are similar, norms developed by the NIPR, Johannesburg have been used to interpret clients' test scores in Natal.

As part of this follow-up study the test results of Natal clients were analysed and norm tables compiled using the statistical method developed by the Computer Services Division, NIPR, Johannesburg.

This has enabled counsellors to confirm whether the Transvaal and Natal groups are similar enough to use common norm tables. Where differences occurred the Natal norm tables derived for a test may be applied instead.

8.2 DESCRIPTION OF THE NATAL SAMPLES USED TO DERIVE TEST NORMS

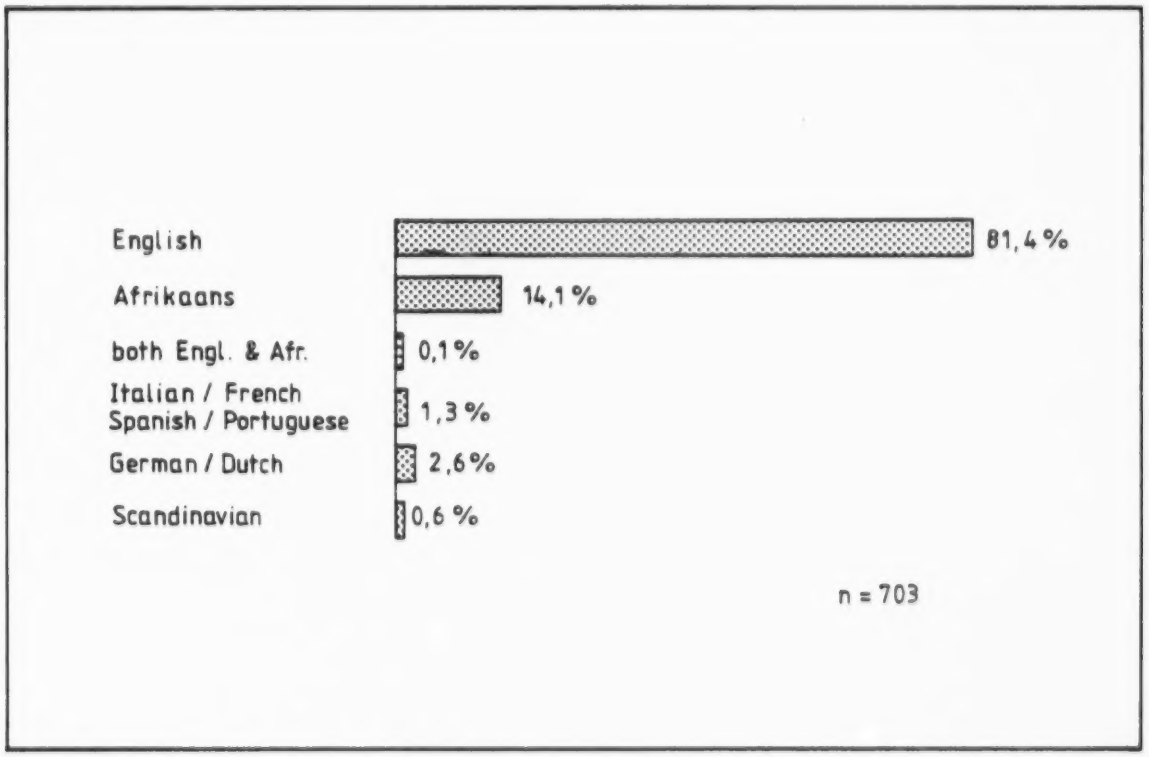
To ensure a large enough sample size, the data of clients who came for counselling from 1979 to 1983 were analysed. This added 443 cases to those in the follow-up questionnaire study.

Although the total sample size was 703, the number of people who did particular tests varied as tests are administered to clients according to their level of schooling and interests. Only the tests for which a sufficiently large sample could be obtained are included in the norm tables which make up a part of this report.

The profile of the larger sample used to derive norms for Natal clients remains similar to the sample described in Chapter 3. However, for comparison, appropriate characteristics of the larger group are shown in Figures 37 to 41.

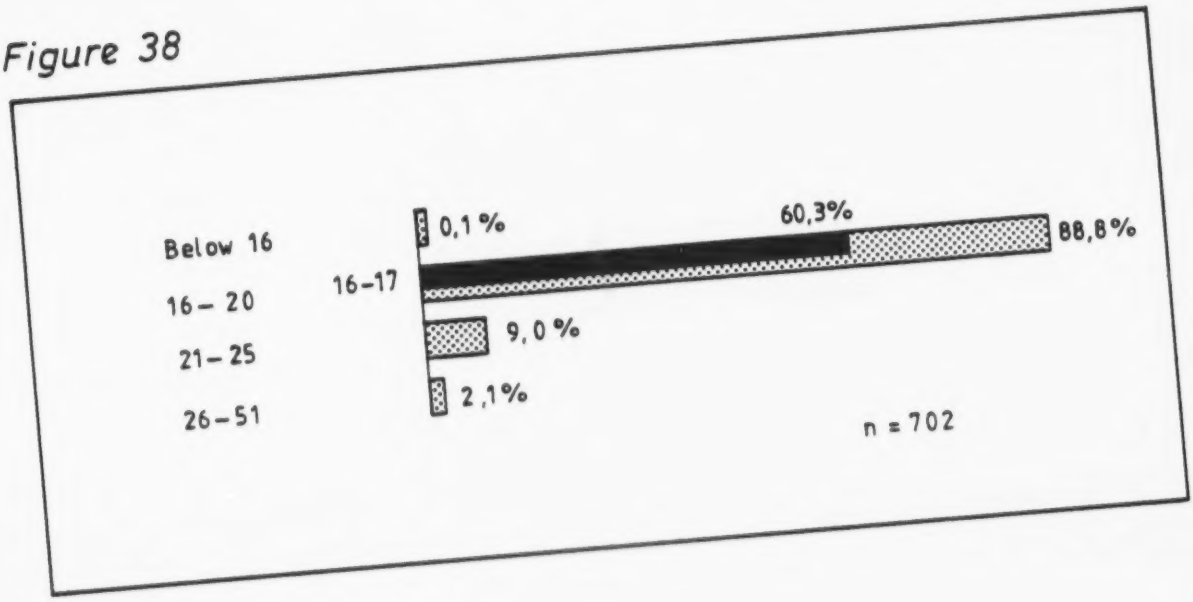
HOME LANGUAGE

Figure 37



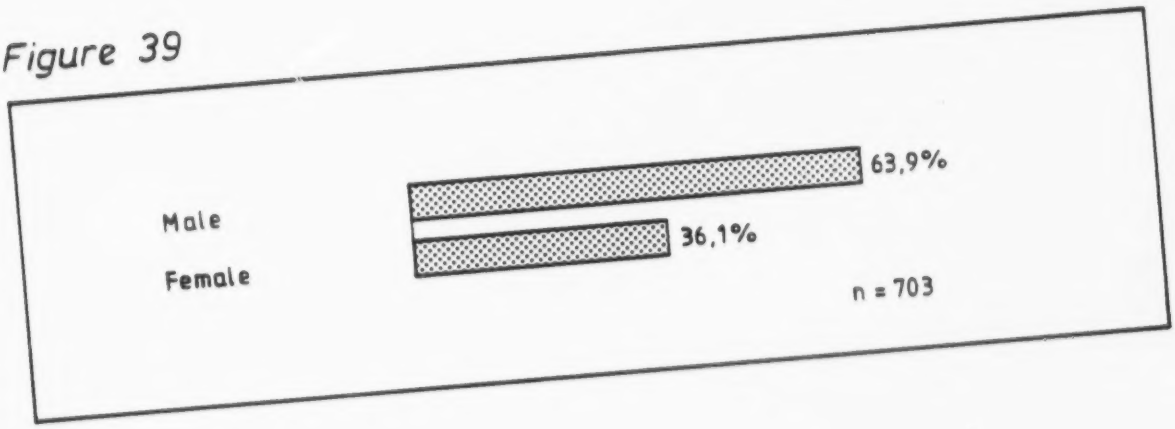
AGE

Figure 38



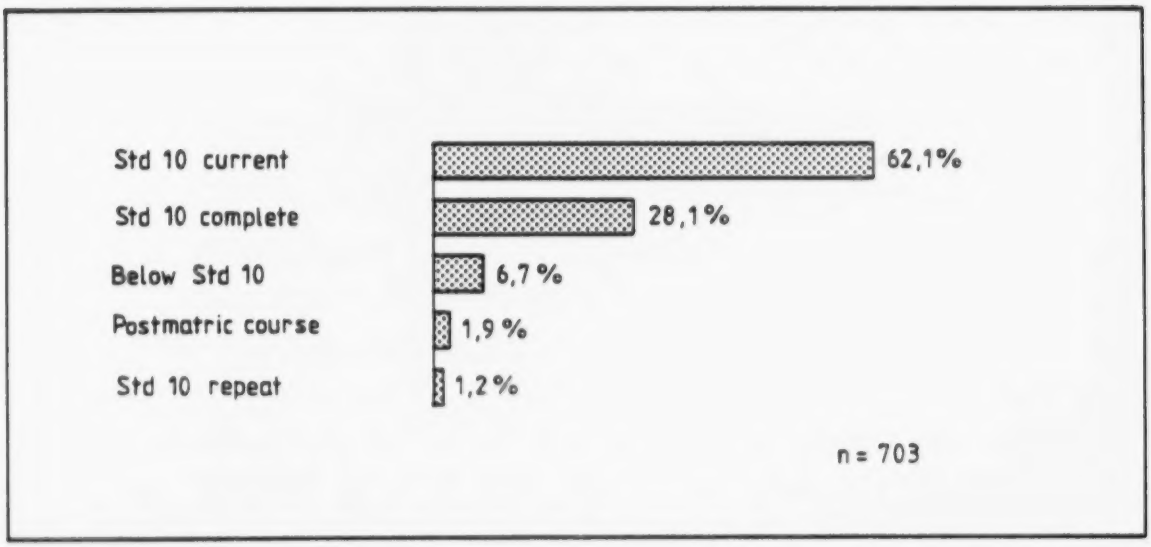
SEX

Figure 39



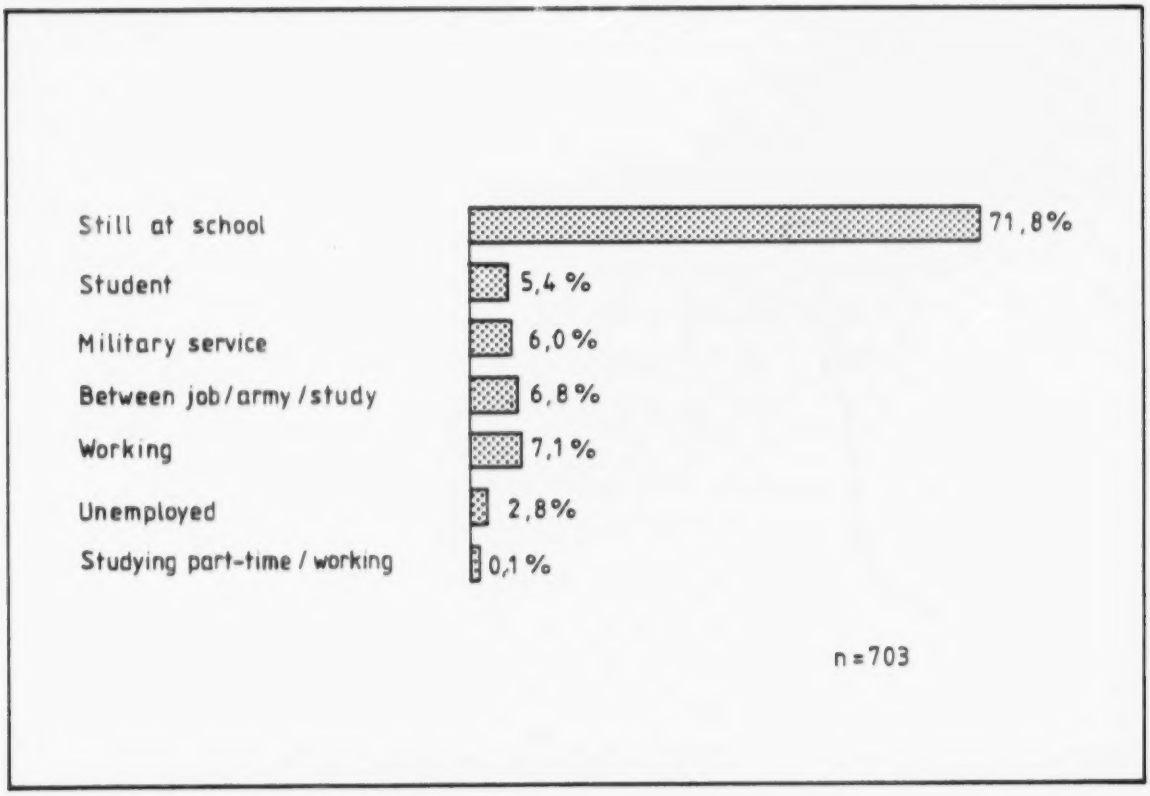
LEVEL OF EDUCATION

Figure 40



OCCUPATIONAL STATUS

Figure 41



8.3 NOTE ON NORM TABLES

Norm tables are given for the following tests:

- High Level Battery (NIPR B75, test manual by Lombard, 1975)
  - Mental Alertness
  - Reading Comprehension
- Raven's Progressive Matrices (Raven, 1965)
- Blox Test (NIPR A/80, test manual by Halstead and Du Toit, 1983)
- Gottschaldt (NIPR B/7)
- South African Personality Questionnaire (NIPR C/117, manual by Steyn, 1974)

This report is not the appropriate place for details of statistical data on the development of the tests. More detailed information is obtainable from the Test Construction Division, NIPR, Johannesburg.

The norm tables which follow include the following:

- a general description of the test
- a description of the norm group for that test
- a comparison between Natal norms and the most recent Johannesburg norms*
- (a) norm tables(s) for each test (male, female and combined norms are included where significant sex differences were found in the test results*)

No conclusions are drawn about any sex differences or area differences that occurred in results for certain tests. In the absence of research results to explain these differences and relate them to academic performance the norm tables presented here should be used with caution.

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* *t* tests for significant differences were used following accepted statistical procedures (Huysamen, 1981).

8.4 HIGH LEVEL MENTAL ALERTNESS TEST

This test of general intelligence is based on verbal material. It measures general problem-solving ability and when used in conjunction with school results indicates the likelihood of academic success at tertiary level. It has been used extensively for vocational counselling and in research studies to predict success at university.

COMPARISON BETWEEN NORM GROUPS

Natal Total Group	Johannesburg Group (1980-1983)
$n = 674$	$n = 1\ 594$
$\bar{x} = 23,95$	$\bar{x} = 22,98$
$SD = 6,22$	$SD = 6,20$

The Natal group obtained significantly higher scores than those of the Johannesburg group, $t = 3,3975$; $p < 0,001$.

Natal Female Subgroup	Natal Male Subgroup
$n = 247$	$n = 427$
$\bar{x} = 22,79$	$\bar{x} = 24,62$
$SD = 6,34$	$SD = 6,05$

The Natal male subgroup scored significantly higher than did the Natal female subgroup, $t = 3,6717$; $p < 0,001$. Separate norm tables for these two subgroups are included.

HIGH LEVEL MENTAL ALERTNESS NATAL NORMS : TOTAL GROUP

SAMPLE SIZE : 674 DATE TESTED : 1979-1983
SEX : FEMALE = 247 MALE = 427
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT, WITH AT LEAST FOUR HIGHER GRADE SUBJECTS
MEAN : 23,95
STANDARD DEVIATION : 6,22
KUDER RICHARDSON 21 : ,752
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,844

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0015	18	6	-3,18	19	,07	1
3	,0059	23	7	-2,68	21	,37	1
4	,0119	26	8	-2,37	25	,89	1
3	,0163	28	9	-2,20	27	1,41	1
5	,0237	29	10	-2,05	29	2,00	1
4	,0297	31	11	-1,93	30	2,67	1
10	,0445	32	12	-1,79	31	3,71	1
10	,0593	34	13	-1,63	33	5,19	2
9	,0727	35	14	-1,51	34	6,60	2
14	,0935	36	15	-1,38	36	8,30	2
21	,1246	38	16	-1,23	37	10,90	2
23	,1588	39	17	-1,07	38	14,17	3
30	,2033	41	18	- ,91	40	18,10	3
26	,2418	42	19	- ,76	42	22,26	3
30	,2864	44	20	- ,63	43	26,42	4
28	,3279	45	21	- ,50	44	30,73	4
34	,3783	46	22	- ,38	46	35,33	4
51	,4540	48	23	- ,21	47	41,63	4
38	,5104	50	24	- ,04	49	48,22	5
42	,5727	51	25	,10	50	54,14	5
43	,6365	53	26	,26	52	60,44	5
39	,6944	54	27	,43	53	66,53	6
40	,7537	56	28	,59	55	72,39	6
33	,8027	58	29	,77	57	77,81	6
32	,8501	59	30	,94	59	82,64	7
27	,8902	61	31	1,13	60	87,02	7
18	,9169	63	32	1,30	62	90,36	7
21	,9481	65	33	1,49	64	93,25	8
12	,9659	67	34	1,72	66	95,70	8
12	,9837	70	35	1,96	68	97,48	9
8	,9955	73	36	2,31	71	98,96	9
2	,9985	78	37	2,75	75	99.70	9
0	,9985	80	38	2,97	79	99,85	9
1	1,0000	82	39	3,18	81	99,93	9

HIGH LEVEL MENTAL ALERTNESS NATAL NORMS : FEMALE GROUP

SAMPLE SIZE : 247 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT, WITH AT LEAST FOUR HIGHER GRADE SUBJECTS
MEAN : 22,79
STANDARD DEVIATION : 6,34
KUDER RICHARDSON 21 : ,759
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,848

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0040	21	6	-2,87	21	,20	1
1	,0081	25	7	-2,51	23	,61	1
2	,0162	27	8	-2,25	26	1,21	1
0	,0162	29	9	-2,14	28	1,62	1
4	,0324	30	10	-1,97	29	2,43	1
3	,0445	32	11	-1,77	31	3,84	1
1	,0486	33	12	-1,68	33	4,65	2
6	,0729	35	13	-1,55	34	6,07	2
7	,1012	36	14	-1,36	35	8,70	2
5	,1215	38	15	-1,22	37	11,13	2
10	,1619	39	16	-1,07	39	14,17	3
12	,2105	41	17	- ,89	40	18,63	3
15	,2713	43	18	- ,70	42	24,10	3
11	,3158	45	19	- ,54	44	29,37	4
13	,3684	46	20	- ,41	45	34,23	4
13	,4211	47	21	- ,27	47	39,49	4
10	,4615	49	22	- ,15	48	44,14	5
19	,5385	50	23	,00	49	50,00	5
18	,6113	52	24	,19	51	57,48	5
8	,6437	53	25	,32	53	62,74	6
13	,6964	54	26	,44	54	66,99	6
15	,7571	56	27	,60	55	72,66	6
12	,8057	58	28	,78	57	78,13	6
11	,8502	59	29	,95	59	82,79	7
8	,8826	61	30	1,11	60	86,64	7
6	,9069	63	31	1,25	62	89,48	7
6	,9312	64	32	1,40	63	91,91	8
5	,9514	66	33	1,57	65	94,13	8
6	,9757	68	34	1,79	67	96,36	8
2	,9838	70	35	2,05	69	97,98	9
3	,9960	73	36	2,32	72	98,99	9
1	1,0000	79	37	2,87	76	99,80	9

HIGH LEVEL MENTAL ALERTNESS NATAL NORMS : MALE GROUP

SAMPLE SIZE : 427 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT, WITH AT LEAST FOUP HIGHER GRADE SUBJECTS
MEAN : 24,62
STANDARD DEVIATION : 6,05
KUDER RICHARDSON 21 : ,739
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,837

FRED	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
2	,0047	22	7	-2,83	21	,23	1
2	,0094	25	8	-2,46	24	,70	1
3	,0164	28	9	-2,23	27	1,29	1
1	,0187	29	10	-2,11	28	1,75	1
1	,0211	29	11	-2,06	29	1,99	1
9	,0422	31	12	-1,86	30	3,16	1
4	,0515	33	13	-1,68	32	4,68	1
2	,0562	34	14	-1,61	34	5,38	2
9	,0773	35	15	-1,50	34	6,67	2
11	,1030	37	16	-1,34	36	9,01	2
11	,1288	38	17	-1,20	37	11,59	2
15	,1639	39	18	-1,05	39	14,64	3
15	,1991	41	19	- ,91	40	18,15	3
17	,2389	42	20	- ,78	42	21,90	3
15	,2740	43	21	- ,65	43	25,65	4
24	,3302	45	22	- ,52	44	30,22	4
32	,4052	47	23	- ,34	46	36,78	4
20	,4520	48	24	- ,18	47	42,87	4
34	,5316	50	25	- ,02	49	49,18	5
30	,6019	52	26	,17	51	56,66	5
24	,6581	53	27	,33	52	62,98	5
28	,7237	55	28	,50	54	69,07	6
22	,7752	57	29	,67	56	74,93	6
24	,8314	59	30	,85	58	80,32	7
21	,8806	61	31	1,06	60	85,60	7
12	,9087	63	32	1,25	62	89,46	7
16	,9461	65	33	1,46	64	92,74	8
6	,9602	67	34	1,68	66	95,32	8
10	,9836	69	35	1,91	68	97,19	9
5	,9953	73	36	2,31	71	98,95	9
1	,9977	77	37	2,70	75	99,75	9
0	,9977	78	38	2,83	78	99,77	9
1	1,0000	80	39	3,04	79	99,88	9

8.5 HIGH LEVEL READING COMPREHENSION TEST

This tests the ability to understand written English. It consists of four paragraphs with five multiple choice questions set on the content of each. The level of reading is similar to that required in university studies.

COMPARISON BETWEEN NORM GROUPS

Natal Group	Johannesburg Group (1980-1983)
n = 649	n = 1 485
$\bar{x}$ = 10,26	$\bar{x}$ = 10,19
SD = 3,57	SD = 3,45

Natal Female Subgroup	Natal Male Subgroup
n = 239	n = 410
$\bar{x}$ = 10,49	$\bar{x}$ = 10,22
SD = 4,80	SD = 3,59

There was no significant difference between the performance of the Natal and Johannesburg groups. However the results of the Natal female group have a significantly higher standard deviation ($p < 0,01$) than that of the Natal male group. Although this would affect scores at the extremities of the norm table, the differences are not big enough to warrant the use of separate tables.

HIGH LEVEL READING COMPREHENSION TEST NATAL NORMS : TOTAL GROUP

SAMPLE SIZE : 649 DATE TESTED : 1979-1983
SEX : FEMALE = 239 MALE = 410
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT, WITH AT LEAST FOUR HIGHER GRADE SUBJECTS
TEST LANGUAGE : ENGLISH
MEAN : 10,26
STANDARD DEVIATION : 3,57
KUDER RICHARDSON 21 : ,640
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,777

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
9	,0139	25	2	-2,46	24	,69	1
3	,0185	29	3	-2,14	27	1,62	1
11	,0354	31	4	-1,93	30	2,69	1
37	,0924	35	5	-1,52	33	6,39	2
34	,1448	38	6	-1,18	36	11,86	2
67	,2481	41	7	- ,85	40	19,65	3
52	,3282	44	8	- ,56	43	28,83	4
84	,4576	47	9	- ,27	46	39,31	4
53	,5393	50	10	,00	49	49,85	5
70	,6471	52	11	,24	51	59,31	5
42	,7119	55	12	,47	54	67,94	6
40	,7735	57	13	,65	56	74,26	6
63	,8706	59	14	,92	58	82,20	7
33	,9214	63	15	1,26	61	89,6[illegible]	7
23	,9569	65	16	1,55	64	93,92	[illegible]
19	,9861	69	17	1,90	67	97,15	8
6	,9954	74	18	2,36	71	99,08	9
2	,9985	77	19	2,74	75	99,69	9
1	1,0000	82	20	3,17	80	99,92	9

8.6 HIGH LEVEL VOCABULARY TEST

This tests the client's knowledge of English words. There are forty items requiring that a synonym for a given word be chosen from five alternatives. It is generally used together with the High Level Reading Comprehension Test to give an indication of the person's language ability.

COMPARISON BETWEEN NORM GROUPS

Natal Group	Johannesburg Group (1980-1983)
n = 589	n = 1 441
$\bar{x}$ = 10,66	$\bar{x}$ = 9,92
SD = 5,04	SD = 4,43

The Natal group obtained significantly higher scores than those of the Johannesburg group, t = 3,1079; p < 0,001.

Natal Female Subgroup	Natal Male Subgroup
n = 215	n = 374
$\bar{x}$ = 10,49	$\bar{x}$ = 10,75
SD = 4,80	SD = 5,17

There was no significant difference between the performance of the Natal male and female subgroups.

HIGH LEVEL VOCABULARY TEST NATAL NORMS : TOTAL GROUP

SAMPLE SIZE : 589 DATE TESTED : 1979-1983
SEX : FEMALE = 215 MALE = 374
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT, WITH AT LEAST FOUR HIGHER GRADE SUBJECTS
TEST LANGUAGE : ENGLISH
MEAN : 10,66
STANDARD DEVIATION : 5,04
KUDER RICHARDSON 21 : ,710
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,844

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0017	19	1	-3,14	19	,08	1
5	,0102	25	2	-2,52	22	,59	1
7	,0221	29	3	-2,14	27	1,61	1
31	,0747	33	4	-1,66	31	4,84	1
27	,1205	37	5	-1,30	35	9,76	2
35	,1800	40	6	-1,04	38	15,03	3
57	,2767	43	7	- ,74	41	22,84	3
49	,3599	45	8	- ,47	44	31,85	4
66	,4720	48	9	- ,21	47	41,61	4
57	,5688	51	10	,05	49	52,03	5
50	,6537	53	11	,28	52	61,10	5
37	,7165	55	12	,48	54	68,49	6
38	,7810	57	13	,67	56	74,86	6
31	,8336	59	14	,87	58	80,73	7
15	,8591	60	15	1,02	59	84,63	7
15	,8846	61	16	1,14	61	87,18	7
12	,9049	63	17	1,25	62	89,48	7
10	,9219	64	18	1,36	63	91,34	8
8	,9355	65	19	1,47	64	92,87	8
10	,9525	66	20	1,59	65	94,40	8
2	,9559	67	21	1,69	66	95,42	8
5	,9643	68	22	1,75	67	96,01	8
2	,9677	68	23	1,83	68	96,61	9
8	,9813	70	24	1,95	69	97,46	9
2	,9847	71	25	2,12	70	98,30	9
1	,9864	72	26	2,19	72	98,56	9
1	,9881	72	27	2,23	72	98,73	9
3	,9932	74	28	2,35	73	99,07	9
1	,9949	75	29	2,52	74	99,41	9
1	,9966	76	30	2,63	76	99,58	9
1	,9983	78	31	2,80	77	99,75	9
1	1,0000	81	32	3,14	80	99,92	9

8.7 RAVEN'S PROGRESSIVE MATRICES TEST

This test of non-verbal reasoning requires the subject to complete patterns by fitting in one of eight possible pieces. It is regarded as a test of non-verbal intelligence and an indication of the person's potential ability.

COMPARISON BETWEEN NORM GROUPS

Natal Group	Johannesburg Group (1980-1983)
n = 692	n = 1 731
$\bar{x}$ = 30,75	$\bar{x}$ = 30,23
SD = 4,56	SD = 4,55

The Natal group scored significantly higher than did the Johannesburg group, $t = 2{,}539$; $p < 0{,}01$.

Natal Female Subgroup	Natal Male Subgroup
n = 250	n = 442
$\bar{x}$ = 30,58	$\bar{x}$ = 30,85
SD = 4,06	SD = 4,81

There was no significant difference between the scores of the Natal male and female subgroups.

RAVEN'S PROGRESSIVE MATRICES TEST NATAL NORMS : TOTAL GROUP

SAMPLE SIZE : 692 DATE TESTED : 1979-1983
SEX : FEMALE = 250 MALE = 442
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 30,75
STANDARD DEVIATION : 20,76
KUDER RICHARDSON 21 : ,737
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : 0,893

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0014	18	3	-3,19	19	,07	1
0	,0014	20	4	-2,98	19	,14	1
0	,0014	20	5	-2,98	20	,14	1
1	,0029	21	6	-2,85	21	,22	1
0	,0029	22	7	-2,76	22	,29	1
0	,0029	22	8	-2,76	22	,29	1
0	,0029	22	9	-2,76	22	,29	1
0	,0029	22	10	-2,76	22	,29	1
2	,0058	24	11	-2,63	23	,43	1
2	,0087	26	12	-2,45	25	,72	1
0	,0087	26	13	-2,38	26	,87	1
0	,0087	26	14	-2,38	26	,87	1
2	,0116	27	15	-2,32	26	1,01	1
0	,0116	27	16	-2,27	27	1,15	1
3	,0159	28	17	-2,21	28	1,37	1
0	,0159	29	18	-2,15	28	1,59	1
6	,0246	30	19	-2,05	29	2,02	1
5	,0318	31	20	-1,91	30	2,82	1
7	,0419	32	21	-1,79	32	3,68	1
9	,0549	33	22	-1,66	33	4,84	2
9	,0679	35	23	-1,54	34	6,14	2
13	,0867	36	24	-1,42	35	7,73	2
21	,1171	37	25	-1,27	37	10,18	2
15	,1387	39	26	-1,14	38	12,79	3
30	,1821	40	27	- ,99	39	16,04	3
35	,2327	42	28	- ,82	41	20,74	3
50	,3049	44	29	- ,62	43	26,89	4
67	,4017	46	30	- ,38	45	35,35	4
63	,4928	49	31	- ,13	47	44,74	4
73	,5983	51	32	,11	50	54,54	5
69	,6980	54	33	,38	52	64,80	5
74	,8049	57	34	,68	55	75,14	6
65	,8988	60	35	1,04	59	85,19	7
50	,9711	65	36	1,51	63	93,50	8
16	,9942	71	37	2,11	68	98,27	9
4	1,0000	78	38	2,76	74	99,71	9

8.8 BLOX TEST

This tests the ability to visualise in three dimensions and from different angles, sets of blocks that are drawn in two dimensions. It is considered to be a test of "spatial relations and orientation", and has been used extensively to predict success in various apprenticeships and in engineering courses at universities and technikons (NIPR, Blox Manual, 1983).

COMPARISON BETWEEN NORM GROUPS

As technical data about the present norm group used in Johannesburg (Sample 7 (V.G.) 30.7.79) are not available, no statistical comparison can be made. However inspection of the two norm tables shows that the raw scores corresponding to stanine categories differ for the two groups for each stanine category. This is an indication that there are significant differences between the two groups. The Johannesburg group generally obtained higher scores than did the Natal group.

Natal Female Subgroup	Natal Male Subgroup
$n = 208$	$n = 404$
$\bar{x} = 27,66$	$\bar{x} = 31,67$
$SD = 5,59$	$SD = 5,16$

The Natal male subgroup obtained significantly higher scores than those of the female subgroup, $t = 8,6236$; $p < 0,001$. Separate norm tables for these subgroups are included.

BLOX TEST NATAL NORMS : TOTAL GROUP

SAMPLE SIZE : 612 DATE TESTED : 1979-1983
SEX : FEMALE = 208 MALE = 404
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 30,30
STANDARD DEVIATION : 5,64
KUDER RICHARDSON 21 : ,705
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,825

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
2	,0033	21	8	-2,94	20	,16	1
0	,0033	23	9	-2,72	22	,33	1
0	,0033	23	10	-2,72	23	,33	1
0	,0033	23	11	-2,72	23	,33	1
1	,0049	24	12	-2,65	23	,41	1
3	,0098	26	13	-2,44	25	,73	1
2	,0131	27	14	-2,28	26	1,14	1
2	,0163	28	15	-2,18	28	1,47	1
1	,0180	29	16	-2,12	29	1,71	1
3	,0229	30	17	-2,05	29	2,04	1
3	,0278	30	18	-1,95	30	2,53	1
6	,0376	32	19	-1,84	31	3,26	1
3	,0425	32	20	-1,75	32	4,00	1
6	,0523	33	21	-1,67	33	4,73	2
21	,0866	35	22	-1,48	34	6,94	2
15	,1111	37	23	-1,29	36	9,88	2
22	,1471	39	24	-1,13	38	12,91	3
24	,1863	40	25	- ,97	40	16,67	3
22	,2222	42	26	- ,83	41	20,43	3
38	,2843	43	27	- ,66	43	25,34	4
37	,3448	45	28	- ,48	44	31,47	4
44	,4167	47	29	- ,30	46	38,09	4
43	,4869	49	30	- ,12	48	45,19	5
38	,5490	50	31	,04	50	51,79	5
51	,6324	52	32	,23	51	59,05	5
50	,7141	54	33	,45	53	67,30	6
45	,7876	57	34	,68	56	75,07	6
32	,8399	59	35	,89	58	81,37	7
21	,8742	61	36	1,07	60	85,70	7
21	,9085	62	37	1,23	62	89,14	7
19	,9395	64	38	1,43	63	92,41	8
13	,9608	66	39	1,65	65	95,02	8
8	,9739	68	40	1,84	67	96,74	8
5	,9820	70	41	2,01	69	97,80	9
7	,9935	72	42	2,25	71	98,78	9
3	,9984	76	43	2,65	74	99,59	9
0	,9984	79	44	2,94	78	99,84	9
1	1,0000	82	45	3,15	80	99,92	9

BLOX TEST NATAL NORMS : FEMALE GROUP

SAMPLE SIZE : 208 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 27,66
STANDARD DEVIATION : 5,59
KUDER RICHARDSON 21 : ,674
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,797

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0048	22	8	-2,82	21	,24	1
0	,0048	24	9	-2,59	23	,48	1
0	,0048	24	10	-2,59	24	,48	1
0	,0048	24	11	-2,59	24	,48	1
1	,0096	26	12	-2,45	25	,72	1
2	,0192	28	13	-2,19	27	1,44	1
1	,0240	30	14	-2,02	29	2,16	1
1	,0288	31	15	-1,94	30	2,64	1
1	,0337	31	16	-1,86	31	3,12	1
3	,0481	33	17	-1,74	32	4,08	1
2	,0577	34	18	-1,62	33	5,28	2
5	,0817	35	19	-1,48	35	6,97	2
1	,0865	36	20	-1,38	36	8,41	2
4	,1058	37	21	-1,30	37	9,61	2
14	,1731	39	22	-1,08	38	13,94	3
7	,2067	41	23	- ,88	40	18,99	3
12	,2644	43	24	- ,72	42	23,57	3
14	,3317	45	25	- ,53	44	29,82	4
11	,3846	46	26	- ,36	46	35,83	4
18	,4712	48	27	- ,18	47	42,80	4
17	,5529	50	28	,03	49	51,20	5
16	,6298	52	29	,23	51	59,12	5
8	,6683	54	30	,38	53	64,89	6
15	,7404	55	31	,54	55	70,42	6
11	,7933	57	32	,73	56	76,67	6
16	,8702	60	33	,96	58	83,17	7
9	,9135	62	34	1,24	61	89,19	7
4	,9327	64	35	1,43	63	92,31	8
5	,9567	66	36	1,60	65	94,47	8
4	,9760	68	37	1,83	67	96,64	8
3	,9904	71	38	2,12	70	98,32	9
1	,9952	74	39	2,45	73	99,28	9
0	,9952	76	40	2,59	75	99,52	9
0	,9952	76	41	2,59	76	99,52	9
0	,9952	76	42	2,59	76	99,52	9
0	,9952	76	43	2,59	76	99,52	9
0	,9952	76	44	2,59	76	99,52	9
1	1,0000	78	45	2,82	77	99,76	9

BLOX TEST NATAL NORMS : MALE GROUP

SAMPLE SIZE : 404 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 31,67
STANDARD DEVIATION : 5,16
KUDER RICHARDSON 21 : ,663
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,806

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0025	20	8	-3,03	20	,12	1
0	,0025	22	9	-2,81	21	,25	1
0	,0025	22	10	-2,81	22	,25	1
0	,0025	22	11	-2,81	22	,25	1
0	,0025	22	12	-2,81	22	,25	1
1	,0050	23	13	-2,68	23	,37	1
1	,0074	25	14	-2,50	24	,62	1
1	,0099	26	15	-2,38	26	,87	1
0	,0099	27	16	-2,33	26	,99	1
0	,0099	27	17	-2,33	27	,99	1
1	,0124	27	18	-2,29	27	1,11	1
1	,0149	28	19	-2,21	28	1,36	1
2	,0198	29	20	-2,11	28	1,73	1
2	,0248	30	21	-2,01	29	2,23	1
7	,0421	32	22	-1,83	31	3,34	1
8	,0619	34	23	-1,63	33	5,19	2
10	,0866	36	24	-1,45	35	7,42	2
10	,1114	37	25	-1,29	36	9,90	2
11	,1386	38	26	-1,15	38	12,50	3
20	,1881	40	27	- ,98	39	16,34	3
20	,2376	42	28	- ,80	41	21,29	3
28	,3069	44	29	- ,61	43	27,24	4
35	,3936	46	30	- ,38	45	35,04	4
23	,4505	48	31	- ,20	47	42,22	4
40	,5495	50	32	,00	49	50,00	5
34	,6337	52	33	,23	51	59,14	5
36	,7228	55	34	,46	53	67,81	6
28	,7921	57	35	,70	56	75,73	6
16	,8317	59	36	,88	58	81,18	7
17	,8738	60	37	1,05	60	85,27	7
16	,9134	62	38	1,25	61	89,36	7
12	,9431	65	39	1,46	64	92,83	8
8	,9629	67	40	1,67	66	95,30	8
5	,9752	69	41	1,87	68	96,91	9
7	,9926	71	42	2,14	70	98,39	9
3	1,0000	77	43	2,68	74	99,63	9

8.9 GOTTSCHALDT FIGURES TEST

This test assesses the ability to disembed geometric shapes contained in complex figures. It has been used to predict success with courses in engineering and computer science.

COMPARISON BETWEEN NORM GROUPS

Natal Group	Johannesburg Group*
n = 502	n = 109
$\bar{x}$ = 18,96	$\bar{x}$ = 20,83
SD = 8,45	SD = 9,01

Natal Female Subgroup	Natal Male Subgroup
n = 174	n = 328
$\bar{x}$ = 17,82	$\bar{x}$ = 19,56
SD = 7,82	SD = 8,70

The Johannesburg group scored significantly higher than did the Natal group, $t = 1,9777$; $p < 0,05$. However, as the Johannesburg group is predominantly male, a comparison was made with the Natal male subgroup. This showed no significant difference between the two groups. This suggests that the large group of females in the Natal sample lowered the mean. This was confirmed by comparing the Natal subgroups.

The Natal male subgroup obtained significantly higher scores than those of the Natal female subgroup, $t = 2,2796$; $p < 0,02$. Separate norm tables are included for each sex.

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* First-year engineering students at Witwatersrand Technikon - 1975 to 1976 - predominantly males.

GOTTSCHALDT FIGURES TEST NATAL NORMS : TOTAL GROUP

SAMPLE SIZE : 502 DATE TESTED : 1979-1983
SEX : FEMALE = 174 MALE = 328
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 18,96
STANDARD DEVIATION : 8,45
KUDER RICHARDSON 21 : ,866
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,919

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
2	,0040	21	4	-2,88	21	,20	1
3	,0100	25	5	-2,46	23	,70	1
8	,0259	29	6	-2,10	27	1,79	1
8	,0418	32	7	-1,83	30	3,38	1
5	,0518	33	8	-1,68	32	4,68	1
17	,0857	35	9	-1,49	34	6,87	2
23	,1315	38	10	-1,23	36	10,85	2
34	,1992	40	11	- ,97	39	16,54	3
24	,2470	42	12	- ,76	41	22,32	3
29	,3048	44	13	- ,59	43	27,60	4
31	,3665	46	14	- ,42	45	33,58	4
26	,4183	47	15	- ,27	47	39,26	4
25	,4681	49	16	- ,14	48	44,33	5
25	,5179	50	17	- ,02	49	49,30	5
23	,5637	51	18	,10	50	54,07	5
21	,6056	52	19	,21	52	58,45	5
17	,6394	53	20	,31	53	62,23	6
17	,6733	54	21	,40	54	65,62	6
14	,7012	55	22	,49	54	68,71	6
19	,7390	56	23	,58	55	72,00	6
12	,7629	57	24	,68	56	75,09	6
12	,7869	58	25	,75	57	77,48	6
11	,8088	58	26	,83	58	79,78	7
16	,8406	59	27	,93	59	82,47	7
7	,8546	60	28	1,03	60	84,76	7
5	,8645	61	29	1,08	61	85,96	7
8	,8805	61	30	1,14	61	87,25	7
3	,8865	62	31	1,19	62	88,35	7
13	,9124	63	32	1,28	62	89,94	7
8	,9283	64	33	1,41	63	92,04	8
5	,9382	65	34	1,50	65	93,33	8
2	,9422	66	35	1,56	65	94,03	8
7	,9562	66	36	1,64	66	94,92	8
3	,9622	67	37	1,74	67	95,92	8
4	,9701	68	38	1,83	68	96,62	9
3	,9761	69	39	1,93	69	97,31	9
4	,9841	71	40	2,06	70	98,01	9
5	,9940	73	41	2,29	72	98,91	9
2	,9980	77	42	2,65	75	99,60	9
0	,9980	79	43	2,88	78	99,80	9
1	1,0000	81	44	3,09	80	99,90	9

GOTTSCHALDT FIGURES TEST NATAL NORMS : FEMALE GROUP

SAMPLE SIZE : 174 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 17,82
STANDARD DEVIATION : 7,82
KUDER RICHARDSON 21 : ,843
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,905

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
2	,0115	25	4	-2,53	23	,57	1
1	,0172	28	5	-2,19	26	1,44	1
3	,0345	31	6	-1,95	29	2,58	1
2	,0460	33	7	-1,75	32	4,02	1
4	,0690	34	8	-1,58	33	5,74	2
6	,1034	36	9	-1,36	35	8,62	2
9	,1552	39	10	-1,13	38	12,93	3
14	,2356	41	11	- ,86	40	19,54	3
6	,2701	43	12	- ,67	42	25,30	3
10	,3276	45	13	- ,53	44	29,90	4
13	,4023	47	14	- ,34	46	36,51	4
11	,4655	48	15	- ,17	47	43,40	4
9	,5172	50	16	- ,02	49	49,14	5
5	,5460	51	17	,08	50	53,15	5
11	,6092	52	18	,20	51	57,74	5
5	,6379	53	19	,31	53	62,34	6
7	,6782	54	20	,41	54	65,79	6
7	,7184	55	21	,52	55	69,81	6
7	,7586	56	22	,64	56	73,84	6
3	,7759	57	23	,73	57	76,72	6
6	,8103	58	24	,82	58	79,31	7
4	,8333	59	25	,92	59	82,18	7
6	,8678	60	26	1,04	60	85,06	7
6	,9023	62	27	1,20	61	88,51	7
2	,9138	63	28	1,33	63	90,81	8
1	,9195	64	29	1,38	64	91,67	8
2	,9310	64	30	1,44	64	92,53	8
0	,9310	65	31	1,48	65	93,11	8
3	,9483	66	32	1,55	65	93,97	8
1	,9540	67	33	1,66	66	95,12	8
1	,9598	67	34	1,72	67	95,69	8
0	,9598	67	35	1,75	67	95,98	8
1	,9655	68	36	1,78	68	96,27	9
1	,9713	69	37	1,86	68	96,84	9
1	,9770	69	38	1,95	69	97,42	9
1	,9828	71	39	2,05	70	97,99	9
1	,9885	72	40	2,19	71	98,56	9
1	,9943	74	41	2,38	73	99,14	9
0	,9943	75	42	2,53	75	99,43	9
0	,9943	75	43	2,53	75	99,43	9
1	1,0000	78	44	2,76	76	99,71	9

GOTTSCHALDT FIGURES TEST NATAL NORMS : MALE GROUP

SAMPLE SIZE : 328 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 19,56
STANDARD DEVIATION : 8,70
KUDER RICHARDSON 21 : ,873
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,924

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
2	,0061	23	5	-2,74	21	,30	1
5	,0213	28	6	-2,21	25	1,37	1
6	,0396	31	7	-1,87	30	3,05	1
1	,0427	33	8	-1,74	32	4,11	1
11	,0762	34	9	-1,56	34	5,94	2
14	,1189	37	10	-1,30	36	9,75	2
20	,1799	40	11	-1,04	38	14,94	3
18	,2348	42	12	- ,82	41	20,74	3
19	,2927	44	13	- ,63	43	26,38	4
18	,3476	45	14	- ,47	45	32,03	4
15	,3933	47	15	- ,33	46	37,06	4
16	,4421	48	16	- ,21	47	41,78	4
20	,5030	49	17	- ,07	49	47,26	5
12	,5396	51	18	,05	50	52,13	5
16	,5884	52	19	,16	51	56,39	5
10	,6189	53	20	,26	52	60,35	5
10	,6494	53	21	,34	53	63,40	6
7	,6707	54	22	,41	54	65,99	6
16	,7195	55	23	,51	55	69,50	6
6	,7378	56	24	,61	56	72,85	6
8	,7622	57	25	,67	56	74,99	6
5	,7774	57	26	,74	57	76,97	6
10	,8079	58	27	,82	58	79,26	7
5	,8232	59	28	,90	59	81,55	7
4	,8354	60	29	,95	59	82,92	7
6	,8537	60	30	1,01	60	84,45	7
3	,8628	61	31	1,07	60	85,82	7
10	,8933	62	32	1,17	61	87,81	7
7	,9146	63	33	1,30	62	90,40	7
4	,9268	64	34	1,41	64	92,08	8
2	,9329	65	35	1,48	64	92,99	8
6	,9512	66	36	1,57	65	94,21	8
2	,9573	67	37	1,69	66	95,43	8
3	,9665	68	38	1,77	67	96,19	8
2	,9726	69	39	1,87	68	96,95	9
3	,9817	70	40	2,00	69	97,72	9
4	,9939	73	41	2,25	71	98,78	9
2	1,0000	77	42	2,74	75	99,70	9

8.10 SOUTH AFRICAN PERSONALITY QUESTIONNAIRE

Designed specifically for use in assessment of "normal functioning", this questionnaire measures five bipolar personality traits (NIPR Manual, 1974). The responses of two people to everyday situations are described, and the testee rates his own behaviour in comparison with these responses. The five traits measured are:

(Low Score)	(High Score)
Social unresponsiveness (shy, quiet)	*Social responsiveness* (outgoing)
Tranquility (calm)	*Anxiety* (anxious)
Amity (kind, peace loving)	*Hostility* (aggressive)
Flexibility (unsystematic, unconventional)	*Rigidity* (over methodical, inflexible)
Submissiveness (meek, obedient)	*Dominance* (assertive, forceful)

The SAPQ was used extensively for vocational counselling in Durban until late in 1983 when it was replaced by the 16 Personality Factor Test.

COMPARISON BETWEEN NORM GROUPS

The norm groups generally used are those quoted in the manual (Steyn, 1974):

- Norm group 2, consisting of 469 male school leavers composed of 290 Afrikaans speakers and 179 English speakers
- Norm group 3, consisting of 150 female Afrikaans-speaking university students

Differences were investigated for the five personality traits between the Natal male group and Norm group 2; the Natal female group and Norm group 3 and the Natal male and female groups. A discussion of the differences for each trait follows.

SOCIAL RESPONSIVENESS

Natal Male Subgroup	Norm Group 2	Natal Female Subgroup	Norm Group 3
n = 317	n = 469	n = 183	n = 150
$\bar{x}$ = 63,48	$\bar{x}$ = 62,2	$\bar{x}$ = 65,61	$\bar{x}$ = 65,26
SD = 12,45	SD = 11,05	SD = 11,79	SD = 12,44

No significant differences were found between the Natal male and female groups and Norm groups 2 and 3 respectively.

The Natal female subgroup obtained significantly higher social responsiveness scores than those of the Natal male subgroup, $t = 1,906$; $p < 0,03$.

ANXIETY

Natal Male Subgroup	Norm Group 2	Natal Female Subgroup	Norm Group 3
n = 317	n = 469	n = 183	n = 150
$\bar{x}$ = 43,67	$\bar{x}$ = 40,22	$\bar{x}$ = 47,63	$\bar{x}$ = 48,34
SD = 8,59	SD = 8,38	SD = 9,38	SD = 9,82

The Natal male subgroup obtained significantly higher anxiety scores than did males in Norm group 2, $t = 5,5795$; $p < 0,001$. There was no significant difference between the two female subgroups.

Significantly higher anxiety scores were obtained by the Natal female subgroup than those of the Natal male subgroup, $t = 4,6899$; $p < 0,001$.

HOSTILITY

Natal Male Subgroup	Norm Group 2	Natal Female Subgroup	Norm Group 3
n = 317	n = 469	n = 183	n = 150
$\bar{x}$ = 80,48	$\bar{x}$ = 73,56	$\bar{x}$ = 68,86	$\bar{x}$ = 67,14
SD = 13,50	SD = 10,56	SD = 11,11	SD = 11,70

The Natal male subgroup obtained significantly higher hostility scores than those of Norm group 2, $t = 7,674$; $p < 0,001$. The scores for the two female groups did not differ significantly.

The Natal male subgroup obtained significantly higher scores than did the Natal female subgroup, $t = 10,39$; $p < 0,001$.

RIGIDITY

Natal Male Subgroup	Norm Group 2	Natal Female Subgroup	Norm Group 3
n = 316	n = 469	n = 183	n = 150
$\bar{x}$ = 81,76	$\bar{x}$ = 91,01	$\bar{x}$ = 79,25	$\bar{x}$ = 82,43
SD = 13,66	SD = 11,35	SD = 11,31	SD = 13,77

The male Norm group 2 obtained significantly higher rigidity scores than did those of the Natal male subgroup, $t = 9,946$; $p < 0,001$. The female Norm group 3 also obtained significantly higher scores than did the Natal female subgroup, $t = 2,2698$; $p < 0,02$.

The Natal male subgroup scores on the rigidity scale were significantly higher than those of the Natal female subgroup, $t = 2,2107$; $p < 0,02$.

DOMINANCE

Natal Male Subgroup	Norm Group 2	Natal Female Subgroup	Norm Group 3
n = 317	n = 469	n = 183	n = 150
$\bar{x}$ = 85,75	$\bar{x}$ = 84,45	$\bar{x}$ = 85,31	$\bar{x}$ = 81,93
SD = 14,40	SD = 14,16	SD = 12,33	SD = 15,56

The only significant difference between the groups for the dominance scale occurred between the two female groups. The Natal female subgroup obtained significantly higher scores than did female Norm group 3, $t = 2,1614$; $p < 0,02$.

The differences between the two groups of male school leavers can possibly be attributed to the different composition of the groups in relation to home language. For the male Norm group 2 61,83% are Afrikaans speaking, while for the Natal male subgroup ± 81,4% are English speaking. Although the two female groups are similar for most of the traits, it is also possible that where differences do occur, they are associated with language group.

The norm tables for the SAPQ for the Natal group follow. All those for the Natal female subgroup appear first.

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : FEMALE GROUP

SCALE 1
HIGH SCORE : SOCIAL RESPONSIVENESS
LOW SCORE : SOCIAL UNRESPONSIVENESS

SAMPLE SIZE : 183 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 65,61
STANDARD DEVIATION : 11,79
KUDER RICHARDSON 21 : ,846
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,907

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0055	22	29	-2,78	21	,27	1
0	,0055	25	30	-2,55	23	,55	1
0	,0055	25	31	-2,55	25	,55	1
0	,0055	25	32	-2,55	25	,55	1
0	,0055	25	33	-2,55	25	,55	1
2	,0164	27	34	-2,29	26	1,09	1
0	,0164	29	35	-2,14	28	1,64	1
0	,0164	29	36	-2,14	29	1,64	1
0	,0164	29	37	-2,14	29	1,64	1
0	,0164	29	38	-2,14	29	1,64	1
0	,0164	29	39	-2,14	29	1,64	1
1	,0219	29	40	-2,07	29	1,91	1
1	,0273	30	41	-1,97	30	2,46	1
0	,0273	31	42	-1,92	31	2,73	1
1	,0328	31	43	-1,88	31	3,00	1
1	,0383	32	44	-1,81	32	3,55	1
3	,0546	33	45	-1,68	33	4,64	2
1	,0601	34	46	-1,58	34	5,73	2
0	,0601	34	47	-1,55	34	6,01	2
0	,0601	34	48	-1,55	34	6,01	2
6	,0929	36	49	-1,43	35	7,65	2
3	,1093	37	50	-1,28	36	10,11	2
4	,1311	38	51	-1,17	38	12,02	3
1	,1366	39	52	-1,11	39	13,39	3
3	,1530	39	53	-1,06	39	,48	3
4	,1749	40	54	- ,98	40	16,39	3
3	,1913	41	55	- ,90	41	18,31	3
4	,2131	42	56	- ,83	41	20,22	3
7	,2514	43	57	- ,73	42	23,23	3
7	,2896	44	58	- ,61	43	27,06	4
6	,3224	45	59	- ,51	44	30,62	4
4	,3443	46	60	- ,43	45	33,35	4
3	,3607	46	61	- ,38	46	35,26	4
4	,3825	47	62	- ,33	46	37,18	4
5	,4098	47	63	- ,26	47	39,63	4
5	,4372	48	64	- ,19	48	42,36	5
5	,4645	49	65	- ,12	48	45,09	5
6	,4973	50	66	- ,05	49	48,09	5
7	,5355	50	67	,04	50	51,63	5
3	,5519	51	68	,11	51	54,36	5
8	,5956	52	69	,19	51	57,36	5
9	,6448	53	70	,31	52	62,01	5
4	,6667	54	71	,40	54	65,56	6
4	,6885	55	72	,46	54	67,74	6
7	,7268	55	73	,55	55	70,75	6
8	,7705	57	74	,67	56	74,85	6
2	,7814	58	75	,76	57	77,59	6

Table continues

S A P Q FEMALE GROUP SCALE 1 continued

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
2	,7923	58	76	,80	58	78,68	7
8	,8361	59	77	,89	58	81,42	7
4	,8579	60	78	1,02	60	84,70	7
5	,8852	61	79	1,13	61	87,16	7
4	,9071	63	80	1,26	62	89,62	7
1	,9126	63	81	1,34	63	90,99	8
5	,9399	64	82	1,45	64	92,63	8
5	,9672	67	83	1,68	66	95,36	8
1	,9727	69	84	1,88	68	97,00	9
0	,9727	69	85	1,92	69	97,27	9
2	,9836	70	86	2,02	70	97,82	9
0	,9836	71	87	2,14	71	98,36	9
1	,9891	72	88	2,21	72	98,64	9
1	,9945	74	89	2,40	73	99,18	9
0	,9945	75	90	2,55	75	99,45	9
0	,9945	75	91	2,55	75	99,45	9
0	,9945	75	92	2,55	75	99,45	9
0	,9945	75	93	2,55	75	99,45	9
0	,9945	75	94	2,55	75	99,45	9
0	,9945	75	95	2,55	75	99,45	9
0	,9945	75	96	2,55	75	99,45	9
1	1,0000	78	97	2,78	77	99,73	9

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : FEMALE GROUP

SCALE 2
HIGH SCORE : ANXIETY
LOW SCORE : TRANQUILITY

SAMPLE SIZE : 183 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 47,63
STANDARD DEVIATION : 9,38
KUDER RICHARDSON 21 : ,791
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,867

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0055	22	26	-2,78	21	,27	1
1	,0109	26	27	-2,40	24	,82	1
2	,0219	29	28	-2,14	27	1,64	1
0	,0219	30	29	-2,02	29	2,18	1
2	,0328	31	30	-1,92	30	2,73	1
2	,0437	32	31	-1,77	32	3,82	1
1	,0492	33	32	-1,68	33	4,64	2
6	,0820	35	33	-1,51	34	6,55	2
1	,0874	36	34	-1,37	36	8,47	2
5	,1148	37	35	-1,28	37	10,11	2
4	,1366	39	36	-1,15	38	12,57	3
2	,1475	39	37	-1,07	39	14,21	3
6	,1803	40	38	- ,98	40	16,39	3
3	,1967	41	39	- ,88	41	18,86	3
6	,2295	42	40	- ,80	42	21,32	3
4	,2514	43	41	- ,70	42	24,05	3
6	,2842	44	42	- ,62	43	26,79	4
8	,3279	45	43	- ,51	44	30,62	4
6	,3607	46	44	- ,40	45	34,44	4
7	,3989	47	45	- ,31	46	37,99	4
9	,4481	48	46	- ,19	48	42,36	5
9	,4973	49	47	- ,07	49	47,27	5
8	,5410	50	48	,05	50	51,91	5
10	,5956	52	49	,17	51	56,82	5
6	,6284	53	50	,28	52	61,19	5
4	,6503	54	51	,36	53	63,92	6
8	,6940	54	52	,45	54	67,20	6
9	,7432	56	53	,58	55	71,85	6
7	,7814	57	54	,71	56	76,22	6
5	,8087	58	55	,82	58	79,50	7
4	,8306	59	56	,91	59	81,96	7
3	,8470	60	57	,99	60	83,88	7
5	,8743	61	58	1,08	60	86,07	7
4	,8962	62	59	1,20	61	88,53	7
1	,9016	63	60	1,28	62	89,89	7
1	,9071	63	61	1,31	63	90,44	8
4	,9290	64	62	1,39	63	91,81	8
3	,9454	65	63	1,53	65	93,72	8
3	,9617	67	64	1,68	66	95,36	8
2	,9727	68	65	1,84	68	96,72	9
0	,9727	69	66	1,92	69	97,27	9
1	,9781	70	67	1,97	69	97,54	9
2	,9891	71	68	2,14	71	98,36	9
1	,9945	74	69	2,40	73	99,18	9
0	,9945	75	70	2,55	75	99,45	9
1	1,0000	78	71	2,78	77	99,73	9

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : FEMALE GROUP

SCALE 3
HIGH SCORE : HOSTILITY
LOW SCORE : AMITY

SAMPLE SIZE : 183 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 68,86
STANDARD DEVIATION : 11,11
KUDER RICHARDSON 21 : ,722
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,816

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0055	22	40	-2,78	21	,27	1
0	,0055	25	41	-2,55	23	,55	1
0	,0055	25	42	-2,55	25	,55	1
0	,0055	25	43	-2,55	25	,55	1
0	,0055	25	44	-2,55	25	,55	1
1	,0109	26	45	-2,40	25	,82	1
0	,0109	27	46	-2,29	27	1,09	1
1	,0164	28	47	-2,21	27	1,36	1
3	,0328	30	48	-1,97	29	2,46	1
0	,0328	32	49	-1,84	31	3,28	1
2	,0437	32	50	-1,77	32	3,82	1
2	,0546	33	51	-1,65	33	4,91	2
1	,0601	34	52	-1,58	34	5,73	2
2	,0710	35	53	-1,51	35	6,55	2
8	,1148	37	54	-1,32	36	9,29	2
3	,1311	38	55	-1,16	38	12,29	3
4	,1530	39	56	-1,07	39	14,21	3
4	,1749	40	57	- ,98	40	16,39	3
3	,1913	41	58	- ,90	41	18,31	3
4	,2131	42	59	- ,83	41	20,22	3
4	,2350	42	60	- ,76	42	22,41	3
4	,2568	43	61	- ,69	43	24,60	4
6	,2896	44	62	- ,60	44	27,33	4
9	,3388	45	63	- ,48	45	31,44	4
4	,3607	46	64	- ,39	46	34,99	4
6	,3934	47	65	- ,31	47	37,72	4
6	,4262	48	66	- ,23	47	41,00	4
7	,4645	49	67	- ,14	48	44,55	5
5	,4918	49	68	- ,05	49	47,82	5
6	,5246	50	69	,02	50	50,82	5
4	,5464	51	70	,09	51	53,54	5
6	,5792	52	71	,16	51	56,27	5
3	,5956	52	72	,22	52	58,73	5
5	,6230	53	73	,28	52	60,91	5
9	,6721	54	74	,38	53	64,74	6
8	,7158	55	75	,51	54	69,38	6
10	,7705	57	76	,65	56	74,31	6
6	,8033	58	77	,80	57	78,68	6
2	,8142	59	78	,87	58	80,87	7
5	,8415	59	79	,95	59	82,78	7
4	,8634	60	80	1,05	60	85,25	7
2	,8743	61	81	1,12	61	86,89	7
3	,8907	62	82	1,19	62	88,25	7
3	,9071	63	83	1,28	62	89,89	7
3	,9235	64	84	1,37	63	91,53	8
4	,9454	65	85	1,51	64	93,45	8
1	,9508	66	86	1,63	66	94,81	8
0	,9508	67	87	1,65	66	95,09	8
1	,9563	67	88	1,68	67	95,36	8
0	,9563	67	89	1,71	67	95,63	8
0	,9563	67	90	1,71	67	95,63	8
3	,9727	68	91	1,81	68	96,45	9
1	,9781	70	92	1,97	69	97,54	9
0	,9781	70	93	2,02	70	97,82	9
1	,9836	71	94	2,07	70	98,09	9
1	,9891	72	95	2,21	71	98,64	9
1	,9945	74	96	2,40	73	99,18	9
0	,9945	75	97	2,55	75	99,45	9
0	,9945	75	98	2,55	75	99,45	9
1	1,0000	78	99	2,78	77	99,73	9

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : FEMALE GROUP

SCALE 4
HIGH SCORE : RIGIDITY
LOW SCORE : FLEXIBILITY

SAMPLE SIZE : 183 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 79,25
STANDARD DEVIATION : 11,31
KUDER RICHARDSON 21 : ,726
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,820

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0055	22	48	-2,78	21	,27	1
1	,0109	26	49	-2,40	24	,82	1
0	,0109	27	50	-2,29	27	1,09	1
0	,0109	27	51	-2,29	27	1,09	1
0	,0109	27	52	-2,29	27	1,09	1
1	,0164	28	53	-2,21	27	1,36	1
0	,0164	29	54	-2,14	28	1,64	1
0	,0164	29	55	-2,14	29	1,64	1
2	,0273	30	56	-2,02	29	2,18	1
1	,0328	31	57	-1,88	31	3,00	1
4	,0546	33	58	-1,71	32	4,37	1
0	,0546	34	59	-1,60	33	5,46	2
1	,0601	34	60	-1,58	34	5,73	2
2	,0710	35	61	-1,51	35	6,55	2
2	,0820	36	62	-1,43	35	7,65	2
1	,0874	36	63	-1,37	36	8,47	2
3	,1038	37	64	-1,31	37	9,56	2
1	,1093	38	65	-1,25	37	10,65	2
1	,1148	38	66	-1,22	38	11,20	3
4	,1366	39	67	-1,15	38	12,57	3
3	,1530	39	68	-1,06	39	14,48	3
3	,1694	40	69	- ,99	40	16,12	3
2	,1803	41	70	- ,94	40	17,49	3
4	,2022	41	71	- ,87	41	19,13	3
11	,2623	43	72	- ,73	42	23,23	3
7	,3005	44	73	- ,58	43	28,15	4
5	,3729	45	74	- ,48	45	31,44	4
6	,3607	46	75	- ,40	46	34,44	4
7	,3989	47	76	- ,31	46	37,99	4
6	,4317	48	77	- ,21	47	41,55	4
10	,4863	49	78	- ,10	48	45,91	5
6	,5191	50	79	,01	50	50,27	5
6	,5519	51	80	,09	50	53,54	5
3	,5683	52	81	,15	51	56,00	5
6	,6011	52	82	,21	52	58,45	5
5	,6284	53	83	,29	53	61,46	6
7	,6667	54	84	,38	53	64,74	6
4	,6885	55	85	,46	54	67,74	6
8	,7322	56	86	,55	55	71,03	6
11	,7923	57	87	,71	56	76,22	6
4	,8142	59	88	,85	58	80,32	7
4	,8361	59	89	,94	59	82,51	7
6	,8689	60	90	1,05	60	85,25	7
3	,8852	62	91	1,16	61	87,71	7
4	,9071	63	92	1,26	62	89,62	7

Table continues

S A P Q FEMALE GROUP SCALE 4 continued

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,9126	63	93	1,34	63	90,99	8
3	,9290	64	94	1,41	64	92,08	8
1	,9344	65	95	1,49	64	93,17	8
3	,9508	66	96	1,58	65	94,27	8
0	,9508	67	97	1,65	66	95,09	8
1	,9563	67	98	1,68	67	95,36	8
2	,9672	68	99	1,77	67	96,18	8
0	,9672	68	100	1,84	68	96,72	9
0	,9672	68	101	1,84	68	96,72	9
0	,9672	68	102	1,84	68	96,72	9
2	,9781	69	103	1,92	69	97,27	9
0	,9781	70	104	2,02	70	97,82	9
2	,9891	71	105	2,14	71	98,36	9
0	,9891	73	106	2,29	72	98,91	9
0	,9891	73	107	2,29	73	98,91	9
1	,9945	74	108	2,40	73	99,18	9
0	,9945	75	109	2,55	75	99,45	9
0	,9945	75	110	2,55	75	99,45	9
0	,9945	75	111	2,55	75	99,45	9
0	,9945	75	112	2,55	75	99,45	9
0	,9945	75	113	2,55	75	99,45	9
0	,9945	75	114	2,55	75	99,45	9
1	1,000	78	115	2,78	77	99,73	9

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : FEMALE GROUP

SCALE 5
HIGH SCORE : DOMINANCE
LOW SCORE : SUBMISSIVENESS

SAMPLE SIZE : 183 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 85,31
STANDARD DEVIATION : 12,33
KUDER RICHARDSON 21 : ,797
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,872

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0055	22	52	-2,78	21	,27	1
1	,0109	26	53	-2,40	24	,82	1
0	,0109	27	54	-2,29	27	1,09	1
0	,0109	27	55	-2,29	27	1,09	1
0	,0109	27	56	-2,29	27	1,09	1
1	,0164	28	57	-2,21	27	1,36	1
0	,0164	29	58	-2,14	28	1,64	1
0	,0164	29	59	-2,14	29	1,64	1
0	,0164	29	60	-2,14	29	1,64	1
0	,0164	29	61	-2,14	29	1,64	1
0	,0164	29	62	-2,14	29	1,64	1
2	,0273	30	63	-2,02	29	2,18	1
2	,0383	32	64	-1,84	31	3,28	1
1	,0437	33	65	-1,74	32	4,09	1
3	,0601	34	66	-1,63	33	5,19	2
3	,0765	35	67	-1,49	34	6,83	2
2	,0874	36	68	-1,39	36	8,19	2
2	,0984	37	69	-1,32	36	9,29	2
3	,1148	38	70	-1,25	37	10,65	2
3	,1311	38	71	-1,16	38	12,29	3
3	,1475	39	72	-1,08	39	13,93	3
2	,1585	40	73	-1,02	39	15,30	3
4	,1803	40	74	- ,96	40	16,94	3
8	,2240	42	75	- ,83	41	20,22	3
5	,2514	43	76	- ,71	42	23,78	3
5	,2787	44	77	- ,63	43	26,51	4
8	,3224	45	78	- ,52	44	30,07	4
7	,3607	46	79	- ,41	45	34,17	4
7	,3989	47	80	- ,31	46	37,99	4
4	,4208	48	81	- ,23	47	41,00	4
4	,4426	48	82	- ,17	48	43,18	5
1	,4481	49	83	- ,14	48	44,55	5
1	,4536	49	84	- ,12	49	45,09	5
8	,4973	49	85	- ,05	49	47,55	5
7	,5355	50	86	,04	50	51,63	5
5	,5628	51	87	,12	51	54,91	5
4	,5847	52	88	,19	52	57,36	5
5	,6120	52	89	,25	52	59,82	5
2	,6230	53	90	,30	53	61,73	6
7	,6612	54	91	,36	53	64,19	6
4	,6831	54	92	,45	54	67,20	6
8	,7268	55	93	,54	55	70,48	6
6	,7596	57	94	,65	56	74,31	6
6	,7923	58	95	,76	57	77,59	6
5	,8197	59	96	,86	58	80,60	7
3	,8361	59	97	,95	59	82,78	7
5	,8634	60	98	1,04	60	84,97	7
4	,8852	61	99	1,15	61	87,43	7
2	,8962	62	100	1,23	62	89,07	7

Table continues

S A P Q FEMALE GROUP SCALE 5 continued

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
3	,9126	63	101	1,31	63	90,44	8
2	,9235	64	102	1,39	63	91,81	8
2	,9344	65	103	1,47	64	92,90	8
0	,9344	65	104	1,51	65	93,45	8
1	,9399	65	105	1,53	65	93,72	8
2	,9508	66	106	1,60	66	94,54	8
4	,9727	68	107	1,77	67	96,18	8
1	,9781	70	108	1,97	69	97,54	9
0	,9781	70	109	2,02	70	97,82	9
2	,9891	71	110	2,14	71	98,36	9
0	,9891	73	111	2,29	72	98,91	9
0	,9891	73	112	2,29	73	98,91	9
1	,9945	74	113	2,40	73	99,18	9
0	,9945	75	114	2,55	75	99,45	9
0	,9945	75	115	2,55	75	99,45	9
0	,9945	75	116	2,55	75	99,45	9
0	,9945	75	117	2,55	75	99,45	9
0	,9945	75	118	2,55	75	99,45	9
0	,9945	75	119	2,55	75	99,45	9
0	,9945	75	120	2,55	75	99,45	9
0	,9945	75	121	2,55	75	99,45	9
0	,9945	75	122	2,55	75	99,45	9
1	1,0000	78	123	2,78	77	99,73	9

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : MALE GROUP

SCALE 1
HIGH SCORE : SOCIAL RESPONSIVENESS
LOW SCORE : SOCIAL UNRESPONSIVENESS

SAMPLE SIZE : 317 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 63,48
STANDARD DEVIATION : 12,45
KUDER RICHARDSON 21 : ,859
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,913

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0032	20	7	-2,95	20	,16	1
0	,0032	23	8	-2,73	22	,32	1
0	,0032	23	9	-2,73	23	,32	1
0	,0032	23	10	-2,73	23	,32	1
0	,0032	23	11	-2,73	23	,32	1
0	,0032	23	12	-2,73	23	,32	1
0	,0032	23	13	-2,73	23	,32	1
0	,0032	23	14	-2,73	23	,32	1
0	,0032	23	15	-2,73	23	,32	1
0	,0032	23	16	-2,73	23	,32	1
0	,0032	23	17	-2,73	23	,32	1
0	,0032	23	18	-2,73	23	,32	1
0	,0032	23	19	-2,73	23	,32	1
0	,0032	23	20	-2,73	23	,32	1
0	,0032	23	21	-2,73	23	,32	1
0	,0032	23	22	-2,73	23	,32	1
0	,0032	23	23	-2,73	23	,32	1
0	,0032	23	24	-2,73	23	,32	1
0	,0032	23	25	-2,73	23	,32	1
0	,0032	23	26	-2,73	23	,32	1
0	,0032	23	27	-2,73	23	,32	1
0	,0032	23	28	-2,73	23	,32	1
1	,0063	24	29	-2,60	23	,47	1
0	,0063	25	30	-2,49	25	,63	1
1	,0095	26	31	-2,41	25	,79	1
1	,0126	27	32	-2,29	26	1,10	1
0	,0126	28	33	-2,24	27	1,26	1
0	,0126	28	34	-2,24	28	1,26	1
0	,0126	28	35	-2,24	28	1,26	1
1	,0158	28	36	-2,19	28	1,42	1
1	,0189	29	37	-2,11	28	1,73	1
1	,0221	30	38	-2,04	29	2,05	1
3	,0315	31	39	-1,93	30	2,68	1
3	,0410	32	40	-1,80	31	3,62	1
2	,0473	33	41	-1,70	32	4,41	1
3	,0568	34	42	-1,63	33	5,20	2
4	,0694	35	43	-1,53	34	6,31	2
4	,0820	36	44	-1,43	35	7,57	2
3	,0915	36	45	-1,36	36	8,67	2
6	,1104	37	46	-1,28	37	10,09	2
5	,1262	38	47	-1,18	38	11,83	3
1	,1293	39	48	-1,14	38	12,77	3
4	,1420	39	49	-1,10	39	13,56	3
4	,1546	40	50	-1,04	39	14,83	3
3	,1640	40	51	-1,00	40	15,93	3
5	,1798	41	52	- ,95	40	17,19	3
5	,1956	41	53	- ,89	41	18,77	3
6	,2145	42	54	- ,82	41	20,51	3
11	,2492	43	55	- ,73	42	23,19	3
12	,2871	44	56	- ,62	43	26,83	4
4	,2997	45	57	- ,54	44	29,35	4
6	,3186	45	58	- ,50	45	30,93	4
12	,3565	46	59	- ,42	45	33,77	4
9	,3849	47	60	- ,33	46	37,08	4
8	,4101	47	61	- ,26	47	39,76	4

Table continues

S A P Q MALE GROUP SCALE 1 continued

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
9	,4385	48	62	- ,19	48	42,44	5
10	,4700	49	63	- ,11	48	45,44	5
11	,5047	50	64	- ,03	49	48,74	5
6	,5237	50	65	,04	50	51,42	5
6	,5426	51	66	,08	51	53,30	5
9	,5710	51	67	,14	51	55,67	5
9	,5994	52	68	,21	52	58,50	5
8	,6246	53	69	,28	52	61,18	5
14	,6688	54	70	,38	53	64,65	6
13	,7098	55	71	,49	54	68,91	6
12	,7476	56	72	,61	56	72,86	6
17	,8013	58	73	,75	57	77,44	6
11	,8360	59	74	,91	58	81,86	7
5	,8517	60	75	1,01	60	84,38	7
5	,8675	61	76	1,08	60	85,96	7
5	,8833	62	77	1,15	61	87,54	7
4	,8959	62	78	1,22	62	88,96	7
8	,9211	63	79	1,33	63	90,86	8
6	,9401	65	80	1,48	64	93,06	8
4	,9527	66	81	1,61	65	94,64	8
3	,9621	67	82	1,72	67	95,74	8
2	,9685	68	83	1,82	68	96,53	9
3	,9779	69	84	1,93	69	97,32	9
1	,9811	70	85	2,04	70	97,95	9
1	,9842	71	86	2,11	71	98,27	9
1	,9874	72	87	2,19	72	98,58	9
1	,9905	73	88	2,29	72	98,90	9
1	,9937	74	89	2,41	74	99,21	9
1	,9968	76	90	2,60	75	99,53	9
0	,9968	77	91	2,73	77	99,68	9
0	,9968	77	92	2,73	77	99,68	9
0	,9968	77	93	2,73	77	99,68	9
0	,9968	77	94	2,73	77	99,68	9
1	1,0000	80	95	2,95	78	99,84	9

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : MALE GROUP

SCALE 2
HIGH SCORE : ANXIETY
LOW SCORE : TRANQUILITY

SAMPLE SIZE : 317 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 43,67
STANDARD DEVIATION : 8,59
KUDER RICHARDSON 21 : ,740
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,832

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0032	20	6	-2,95	20	,16	1
0	,0032	23	7	-2,73	22	,32	1
0	,0032	23	8	-2,73	23	,32	1
0	,0032	23	9	-2,73	23	,32	1
0	,0032	23	10	-2,73	23	,32	1
0	,0032	23	11	-2,73	23	,32	1
0	,0032	23	12	-2,73	23	,32	1
0	,0032	23	13	-2,73	23	,32	1
0	,0032	23	14	-2,73	23	,32	1
0	,0032	23	15	-2,73	23	,32	1
0	,0032	23	16	-2,73	23	,32	1
0	,0032	23	17	-2,73	23	,32	1
0	,0032	23	18	-2,73	23	,32	1
0	,0032	23	19	-2,73	23	,32	1
0	,0032	23	20	-2,73	23	,32	1
0	,0032	23	21	-2,73	23	,32	1
0	,0032	23	22	-2,73	23	,32	1
0	,0032	23	23	-2,73	23	,32	1
0	,0032	23	24	-2,73	23	,32	1
0	,0032	23	25	-2,73	23	,32	1
0	,0032	23	26	-2,73	23	,32	1
3	,0126	26	27	-2,41	24	,79	1
3	,0221	29	28	-2,11	27	1,73	1
4	,0347	31	29	-1,91	30	2,84	1
2	,0410	32	30	-1,78	32	3,78	1
3	,0505	33	31	-1,69	33	4,57	2
5	,0662	34	32	-1,57	34	5,83	2
13	,1073	36	33	-1,36	35	8,67	2
5	,1230	38	34	-1,20	37	11,51	2
8	,1483	39	35	-1,10	39	13,56	3
11	,1830	40	36	- ,97	40	16,56	3
12	,2208	42	37	- ,83	41	20,19	3
20	,2839	43	38	- ,67	42	25,25	3
13	,3249	45	39	- ,51	44	30,46	4
13	,3659	46	40	- ,40	45	34,56	4
22	,4353	47	41	- ,25	47	40,08	4
18	,4921	49	42	- ,09	48	46,38	5
11	,5268	50	43	,02	50	50,94	5
14	,5710	51	44	,12	51	54,88	5
11	,6057	52	45	,22	52	58,82	5
17	,6593	53	46	,34	53	63,23	6
17	,7129	55	47	,48	54	68,60	6
16	,7634	56	48	,64	56	73,81	6
7	,7855	58	49	,75	57	77,44	6
10	,8170	58	50	,85	58	80,12	7
6	,8360	59	51	,94	59	82,65	7
2	,8423	60	52	,99	60	83,91	7
7	,8644	61	53	1,05	60	85,33	7
5	,8801	61	54	1,14	61	87,23	7
9	,9085	63	55	1,25	62	89,44	7

Table continues

S A P Q MALE GROUP SCALE 2 continued

FREQ	CUM FREQ	UNSMOOTHED STD SCALE	RAW SCALE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
5	,9243	64	56	1,38	63	91,64	8
4	,9369	65	57	1,48	64	93,06	8
7	,9590	66	58	1,63	66	94,80	8
1	,9621	68	59	1,76	67	96,06	8
4	,9748	69	60	1,86	68	96,85	9
0	,9748	70	61	1,96	69	97,48	9
1	,9779	70	62	1,98	70	97,64	9
0	,9779	70	63	2,01	70	97,79	9
0	,9779	70	64	2,01	70	97,79	9
1	,9811	70	65	2,04	70	97,95	9
1	,9842	71	66	2,11	71	98,27	9
1	,9874	72	67	2,19	72	98,58	9
0	,9874	72	68	2,24	72	98,74	9
1	,9905	73	69	2,29	73	98,90	9
1	,9937	74	70	2,41	74	99,21	9
1	,9968	76	71	2,60	75	99,53	9
0	,9968	77	72	2,73	77	99,68	9
1	1,0000	80	73	2,95	78	99,84	9

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : MALE GROUP

SCALE 3
HIGH SCORE : HOSTILITY
LOW SCORE : AMITY

SAMPLE SIZE : 317 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 80,48
STANDARD DEVIATION : 13,50
KUDER RICHARDSON 21 : ,818
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,882

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0032	20	4	-2,95	20	,16	1
0	,0032	23	5	-2,73	22	,32	1
0	,0032	23	6	-2,73	23	,32	1
0	,0032	23	7	-2,73	23	,32	1
0	,0032	23	8	-2,73	23	,32	1
0	,0032	23	9	-2,73	23	,32	1
0	,0032	23	10	-2,73	23	,32	1
0	,0032	23	11	-2,73	23	,32	1
0	,0032	23	12	-2,73	23	,32	1
0	,0032	23	13	-2,73	23	,32	1
0	,0032	23	14	-2,73	23	,32	1
0	,0032	23	15	-2,73	23	,32	1
0	,0032	23	16	-2,73	23	,32	1
0	,0032	23	17	-2,73	23	,32	1
0	,0032	23	18	-2,73	23	,32	1
0	,0032	23	19	-2,73	23	,32	1
0	,0032	23	20	-2,73	23	,32	1
0	,0032	23	21	-2,73	23	,32	1
0	,0032	23	22	-2,73	23	,32	1
0	,0032	23	23	-2,73	23	,32	1
0	,0032	23	24	-2,73	23	,32	1
0	,0032	23	25	-2,73	23	,32	1
0	,0032	23	26	-2,73	23	,32	1
0	,0032	23	27	-2,73	23	,32	1
0	,0032	23	28	-2,73	23	,32	1
0	,0032	23	29	-2,73	23	,32	1
0	,0032	23	30	-2,73	23	,32	1
0	,0032	23	31	-2,73	23	,32	1
0	,0032	23	32	-2,73	23	,32	1
0	,0032	23	33	-2,73	23	,32	1
0	,0032	23	34	-2,73	23	,32	1
0	,0032	23	35	-2,73	23	,32	1
0	,0032	23	36	-2,73	23	,32	1
0	,0032	23	37	-2,73	23	,32	1
0	,0032	23	38	-2,73	23	,32	1
0	,0032	23	39	-2,73	23	,32	1
0	,0032	23	40	-2,73	23	,32	1
0	,0032	23	41	-2,73	23	,32	1
0	,0032	23	42	-2,73	23	,32	1
0	,0032	23	43	-2,73	23	,32	1
0	,0032	23	44	-2,73	23	,32	1
1	,0063	24	45	-2,60	23	,47	1
0	,0063	25	46	-2,49	25	,63	1
0	,0063	25	47	-2,49	25	,63	1
1	,0095	26	48	-2,41	25	,79	1
0	,0095	27	49	-2,35	26	,95	1
0	,0095	27	50	-2,35	27	,95	1
0	,0095	27	51	-2,35	27	,95	1
1	,0126	27	52	-2,29	27	1,10	1
0	,0126	28	53	-2,24	27	1,26	1
1	,0158	28	54	-2,19	28	1,42	1
4	,0284	30	55	-2,01	29	2,21	1
2	,0347	31	56	-1,86	31	3,15	1
1	,0379	32	57	-1,80	32	3,62	1
4	,0505	33	58	-1,70	32	4,41	1
1	,0536	34	59	-1,63	33	5,20	2
1	,0568	34	60	-1,60	34	5,52	2
1	,0599	34	61	-1,57	34	5,83	2
2	,0662	35	62	-1,53	35	6,31	2
4	,0789	35	63	-1,46	35	7,25	2
4	,0915	36	64	-1,37	36	8,51	2
6	,1104	37	65	-1,28	37	10,09	2

Table continues

S A P Q MALE GROUP SCALE 3 continued

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
6	,1293	38	66	-1,18	38	11,99	3
6	,1483	39	67	-1,09	39	13,88	3
7	,1703	40	68	-1,00	40	15,93	3
5	,1861	41	69	- ,92	40	17,83	3
4	,1987	41	70	- ,87	41	19,25	3
10	,2303	42	71	- ,79	42	21,46	3
12	,2681	43	72	- ,68	43	24,93	4
7	,2902	44	73	- ,58	44	27,93	4
8	,3155	45	74	- ,52	44	30,30	4
8	.3407	46	75	- ,44	45	32,82	4
11	,3754	46	76	- ,36	46	35,82	4
18	,4322	48	77	- ,24	47	40,39	4
8	,4574	49	78	- ,14	48	44,49	5
8	,4826	49	79	- ,08	49	47,01	5
12	,5205	50	80	,00	50	50,16	5
8	,5457	51	81	,08	50	53,30	5
7	,5678	51	82	,14	51	55,67	5
7	,5899	52	83	,20	52	57,87	5
8	,6151	53	84	,26	52	60,24	5
14	,6593	54	85	,35	53	63,71	6
11	,6940	55	86	,46	54	67,65	6
4	,7066	55	87	,52	55	70,02	6
14	,7508	56	88	,61	56	72,86	6
11	,7855	57	89	,73	57	76,81	6
7	,8076	58	90	,83	58	79,65	7
5	,8233	59	91	,90	59	81,54	7
4	,8360	60	92	,95	59	82,96	7
5	,8517	60	93	1,01	60	84,38	7
7	,8738	61	94	1,09	61	86,28	7
3	,8833	62	95	1,17	61	87,86	7
1	,8864	62	96	1,20	62	88,49	7
2	,8927	62	97	1,22	62	88,96	7
4	,9054	63	98	1,28	63	89,91	8
4	,9180	64	99	1,35	63	91,17	8
2	,9243	64	100	1,41	64	92,12	8
5	,9401	65	101	1,49	65	93,22	8
0	,9401	66	102	1,56	65	94,01	8
1	,9432	66	103	1,57	66	94,17	8
3	,9527	66	104	1,63	66	94,80	8
4	,9653	67	105	1,74	67	95,90	8
1	,9685	68	106	1,84	68	96,69	9
1	,9716	69	107	1,88	69	97,01	9
2	,9779	70	108	1,96	69	97,48	9
1	,9811	70	109	2,04	70	97,95	9
0	,9811	71	110	2,08	71	98,11	9
1	,9842	71	111	2,11	71	98,27	9
1	,9874	72	112	2,19	72	98,58	9
0	,9874	72	113	2,24	72	98,74	9
0	,9874	72	114	2,24	72	98,74	9
2	,9937	73	115	2,35	73	99,05	9
2	1,0000	77	116	2,73	75	99,68	9

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : MALE GROUP

SCALE 4
HIGH SCORE : RIGIDITY
LOW SCORE : FLEXIBILITY

SAMPLE SIZE : 316 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 81,76
STANDARD DEVIATION : 13,66
KUDER RICHARDSON 21 : ,816
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,881

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0032	20	1	-2,95	20	,16	1
0	,0032	23	2	-2,73	22	,32	1
0	,0032	23	3	-2,73	23	,32	1
0	,0032	23	4	-2,73	23	,32	1
0	,0032	23	5	-2,73	23	,32	1
0	,0032	23	6	-2,73	23	,32	1
0	,0032	23	7	-2,73	23	,32	1
0	,0032	23	8	-2,73	23	,32	1
0	,0032	23	9	-2,73	23	,32	1
0	,0032	23	10	-2,73	23	,32	1
0	,0032	23	11	-2,73	23	,32	1
0	,0032	23	12	-2,73	23	,32	1
0	,0032	23	13	-2,73	23	,32	1
0	,0032	23	14	-2,73	23	,32	1
0	,0032	23	15	-2,73	23	,32	1
0	,0032	23	16	-2,73	23	,32	1
0	,0032	23	17	-2,73	23	,32	1
0	,0032	23	18	-2,73	23	,32	1
0	,0032	23	19	-2,73	23	,32	1
0	,0032	23	20	-2,73	23	,32	1
0	,0032	23	21	-2,73	23	,32	1
0	,0032	23	22	-2,73	23	,32	1
0	,0032	23	23	-2,73	23	,32	1
0	,0032	23	24	-2,73	23	,32	1
0	,0032	23	25	-2,73	23	,32	1
0	,0032	23	26	-2,73	23	,32	1
0	,0032	23	27	-2,73	23	,32	1
0	,0032	23	28	-2,73	23	,32	1
0	,0032	23	29	-2,73	23	,32	1
0	,0032	23	30	-2,73	23	,32	1
0	,0032	23	31	-2,73	23	,32	1
0	,0032	23	32	-2,73	23	,32	1
0	,0032	23	33	-2,73	23	,32	1
0	,0032	23	34	-2,73	23	,32	1
0	,0032	23	35	-2,73	23	,32	1
0	,0032	23	36	-2,73	23	,32	1
0	,0032	23	37	-2,73	23	,32	1
0	,0032	23	38	-2,73	23	,32	1
0	,0032	23	39	-2,73	23	,32	1
0	,0032	23	40	-2,73	23	,32	1
0	,0032	23	41	-2,73	23	,32	1
0	,0032	23	42	-2,73	23	,32	1
0	,0032	23	43	-2,73	23	,32	1
0	,0032	23	44	-2,73	23	,32	1
0	,0032	23	45	-2,73	23	,32	1
0	,0032	23	46	-2,73	23	,32	1
0	,0032	23	47	-2,73	23	,32	1
0	,0032	23	48	-2,73	23	,32	1
0	,0032	23	49	-2,73	23	,32	1
2	,0095	25	50	-2,49	24	,63	1
0	,0095	27	51	-2,35	26	,95	1
2	,0158	28	52	-2,24	27	1,26	1
1	,0190	29	53	-2,11	28	1,74	1
2	,0253	30	54	-2,01	29	2,21	1
2	,0316	31	55	-1,90	30	2,85	1
3	,0411	32	56	-1,79	32	3,64	1
0	,0411	33	57	-1,74	32	4,11	1

Table continues

S A P Q MALE GROUP SCALE 4 continued

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
0	,0411	33	58	-1,74	33	4,11	2
4	,0538	33	59	-1,67	33	4,74	2
1	,0570	34	60	-1,60	34	5,53	2
5	,0728	35	61	-1,52	34	6,48	2
4	,0854	36	62	-1,41	35	7,91	2
3	,0949	37	63	-1,34	36	9,02	2
5	,1108	37	64	-1,27	37	10,28	2
4	,1234	38	65	-1,19	38	11,71	3
3	,1329	39	66	-1,14	38	12,81	3
4	,1456	39	67	-1,08	39	13,92	3
2	,1519	40	68	-1,04	39	14,87	3
11	,1867	40	69	- ,96	40	16,93	3
4	,1994	41	70	- ,87	41	19,31	3
7	,2215	42	71	- ,80	42	21,05	3
2	,2278	42	72	- ,76	42	22,48	3
9	,2563	43	73	- ,70	43	24,22	4
6	,2753	44	74	- ,63	43	26,59	4
6	,2943	44	75	- ,57	44	28,49	4
5	,3103	45	76	- ,52	45	30,24	4
11	,3449	46	77	- ,45	45	32,77	4
5	,3608	46	78	- ,38	46	35,30	4
8	,3861	47	79	- ,32	47	37,36	4
9	,4146	47	80	- ,25	47	40,05	4
11	,4494	48	81	- ,17	48	43,21	5
17	,5032	49	82	- ,06	49	47,63	5
12	,5411	51	83	,06	50	52,21	5
4	,5538	51	84	,12	51	54,74	5
7	,5759	52	85	,16	51	56,47	5
16	,6266	53	86	,26	52	60,11	5
14	,6709	54	87	,38	53	64,86	6
9	,6994	55	88	,48	54	68,50	6
8	,7247	56	89	,56	55	71,19	6
10	,7563	56	90	,64	56	74,04	6
7	,7785	57	91	,73	57	76,73	6
6	,7975	58	92	,80	58	78,79	7
5	,8133	59	93	,86	58	80,53	7
7	,8354	59	94	,93	59	82,43	7
6	,8544	60	95	1,01	60	84,49	7
5	,8703	61	96	1,09	61	86,24	7
5	,8861	62	97	1,17	61	87,82	7
8	,9114	63	98	1,27	62	89,88	7
3	,9209	64	99	1,38	63	91,62	8
1	,9241	64	100	1,42	64	92,25	8
3	,9335	65	101	1,47	64	92,88	8
2	,9399	65	102	1,53	65	93,67	8
4	,9525	66	103	1,61	66	94,62	8
2	,9589	67	104	1,70	67	95,57	8
2	,9652	68	105	1,78	67	96,21	8
3	,9747	69	106	1,88	68	97,00	9
2	,9810	70	107	2,01	69	97,79	9
1	,9842	71	108	2,11	71	98,26	9
1	,9873	72	109	2,19	72	98,58	9
0	,9873	72	110	2,24	72	98,74	9
1	,9905	73	111	2,29	73	98,89	9
3	1,0000	76	112	2,59	74	99,53	9

SOUTH AFRICAN PERSONALITY QUESTIONNAIRE NATAL NORMS : MALE GROUP

SCALE 5
HIGH SCORE : DOMINANCE
LOW SCORE : SUBMISSIVENESS

SAMPLE SIZE : 317 DATE TESTED : 1979-1983
EDUCATIONAL LEVEL : STD 10, COMPLETE OR CURRENT
MEAN : 85,75
STANDARD DEVIATION : 14,40
KUDER RICHARDSON 21 : ,854
KUDER RICHARDSON 21 (WITH TUCKER CORRECTION FOR UNIFORM (0,1) DISTR.) : ,908

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
1	,0032	20	3	-2,95	20	,16	1
0	,0032	23	4	-2,73	22	,32	1
0	,0032	23	5	-2,73	23	,32	1
0	,0032	23	6	-2,73	23	,32	1
0	,0032	23	7	-2,73	23	,32	1
0	,0032	23	8	-2,73	23	,32	1
0	,0032	23	9	-2,73	23	,32	1
0	,0032	23	10	-2,73	23	,32	1
0	,0032	23	11	-2,73	23	,32	1
0	,0032	23	12	-2,73	23	,32	1
0	,0032	23	13	-2,73	23	,32	1
0	,0032	23	14	-2,73	23	,32	1
0	,0032	23	15	-2,73	23	,32	1
0	,0032	23	16	-2,73	23	,32	1
0	,0032	23	17	-2,73	23	,32	1
0	,0032	23	18	-2,73	23	,32	1
0	,0032	23	19	-2,73	23	,32	1
0	,0032	23	20	-2,73	23	,32	1
0	,0032	23	21	-2,73	23	,32	1
0	,0032	23	22	-2,73	23	,32	1
0	,0032	23	23	-2,73	23	,32	1
0	,0032	23	24	-2,73	23	,32	1
0	,0032	23	25	-2,73	23	,32	1
0	,0032	23	26	-2,73	23	,32	1
0	,0032	23	27	-2,73	23	,32	1
0	,0032	23	28	-2,73	23	,32	1
0	,0032	23	29	-2,73	23	,32	1
0	,0032	23	30	-2,73	23	,32	1
0	,0032	23	31	-2,73	23	,32	1
0	,0032	23	32	-2,73	23	,32	1
0	,0032	23	33	-2,73	23	,32	1
0	,0032	23	34	-2,73	23	,32	1
0	,0032	23	35	-2,73	23	,32	1
0	,0032	23	36	-2,73	23	,32	1
0	,0032	23	37	-2,73	23	,32	1
0	,0032	23	38	-2,73	23	,32	1
0	,0032	23	39	-2,73	23	,32	1
0	,0032	23	40	-2,73	23	,32	1
0	,0032	23	41	-2,73	23	,32	1
0	,0032	23	42	-2,73	23	,32	1
0	,0032	23	43	-2,73	23	,32	1
0	,0032	23	44	-2,73	23	,32	1
0	,0032	23	45	-2,73	23	,32	1
0	,0032	23	46	-2,73	23	,32	1
0	,0032	23	47	-2,73	23	,32	1
0	,0032	23	48	-2,73	23	,32	1
0	,0032	23	49	-2,73	23	,32	1
1	,0063	24	50	-2,60	23	,47	1
0	,0063	25	51	-2,49	25	,63	1
0	,0063	25	52	-2,49	25	,63	1
0	,0063	25	53	-2,49	25	,63	1
0	,0063	25	54	-2,49	25	,63	1
1	,0095	26	55	-2,41	25	,79	1
3	,0189	28	56	-2,19	27	1,42	1
0	,0189	29	57	-2,08	29	1,89	1
0	,0189	29	58	-2,08	29	1,89	1
2	,0252	30	59	-2,01	30	2,21	1
2	,0315	31	60	-1,91	30	2,84	1
3	,0410	32	61	-1,80	31	3,62	1
4	,0536	33	62	-1,67	33	4,73	2
2	,0599	34	63	-1,58	34	5,67	2
2	,0662	35	64	-1,53	34	6,31	2
1	,0694	35	65	-1,49	35	6,78	2
2	,0757	35	66	-1,46	35	7,25	
4	,0883	36	67	-1,39	36	8,20	2
5	,1041	37	68	-1,30	37	9,62	2
4	,1167	38	69	-1,22	37	11,04	2

Table continues

S A P Q MALE GROUP SCALE 5 continued

FREQ	CUM FREQ	UNSMOOTHED STD SCORE	RAW SCORE	UNIT NORMAL SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE
3	,1262	38	70	-1,17	38	12,14	3
4	,1388	39	71	-1,11	39	13,25	3
4	,1514	39	72	-1,06	39	14,51	3
8	,1767	40	73	- ,98	40	16,41	3
13	,2177	41	74	- ,85	41	19,72	3
5	,2334	42	75	- ,75	42	22,56	3
6	,2524	43	76	- ,70	43	24,30	4
7	,2744	44	77	- ,63	43	26,35	4
13	,3155	45	78	- ,54	44	29,51	4
7	,3375	46	79	- ,45	45	32,67	4
6	,3565	46	80	- ,39	46	34,72	4
9	,3849	47	81	- ,33	46	37,08	4
2	,3912	47	82	- ,28	47	38,82	4
7	,4132	48	83	- ,25	47	40,24	4
12	,4511	48	84	- ,17	48	43,23	5
9	,4795	49	85	- ,09	49	46,54	5
11	,5142	50	86	- ,01	50	49,69	5
14	,5584	51	87	,09	50	53,62	5
8	,5836	52	88	,18	51	57,08	5
13	,6246	53	89	,26	52	60,39	5
4	,6372	53	90	,33	53	63,07	6
9	,6656	54	91	,39	54	65,13	6
9	,6940	55	92	,47	54	67,97	6
12	,7319	56	93	,56	55	71,28	6
7	,7539	57	94	,65	56	74,28	6
7	,7760	57	95	,72	57	76,49	6
4	,7886	58	96	,78	58	78,23	7
2	,7950	58	97	,81	58	79,17	7
4	,8076	58	98	,85	58	80,12	7
3	,8170	59	99	,89	59	81,23	7
9	,8454	60	100	,96	59	83,12	7
6	,8644	61	101	1,06	60	85,49	7
3	,8738	61	102	1,12	61	86,91	7
6	,8927	62	103	1,19	62	88,33	7
3	,9022	63	104	1,27	62	89,75	7
4	,9148	63	105	1,33	63	90,86	8
4	,9274	64	106	1,41	64	92,12	8
1	,9306	65	107	1,47	64	92,91	8
4	,9432	65	108	1,53	65	93,69	8
2	,9495	66	109	1,61	66	94,64	8
2	,9558	67	110	1,67	66	95,27	8
3	,9653	68	111	1,76	67	96,06	8
2	,9716	69	112	1,86	68	96,85	9
1	,9748	69	113	1,93	69	97,32	9
1	,9779	70	114	1,98	70	97,64	9
1	,9811	70	115	2,04	70	97,95	9
0	,9811	71	116	2,08	71	98,11	9
3	,9905	72	117	2,19	71	98,58	9
0	,9905	73	118	2,35	73	99,05	9
1	,9937	74	119	2,41	74	99,21	9
1	,9968	76	120	2,60	75	99,53	9
1	1,0000	80	121	2,95	78	99,84	9

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IMPORTANT INFORMATION ABOUT VOCATIONAL COUNSELLING AT THE NIPR

AIM

The aim of the vocational counselling service provided by the Institute is to assist clients in choosing a career compatible with their abilities, preferences and personalities. The results of psychological testing and assessment provide useful information so that a number of appropriate guidelines and career directions can be suggested. A decision cannot be made for a client however. This remains his responsibility.

CLIENTS

The service is available to people of at least sixteen years of age who have passed standard 8. Scholars intending to matriculate should be tested during their matric year and not before; people who have not matriculated but have passed standard 8 will be tested only if they have left school. The report is for personal information only. The Institute does not find suitable positions for clients.

PROCEDURE

Clients are sent a biographical questionnaire before the day of testing and are asked to complete it and bring it with them. The test battery consists of a vocational preference inventory, tests of verbal and numerical aptitudes, tests of reasoning ability and, where appropriate, tests of special abilities. After a personal interview, a report giving test results and career recommendations is sent to the client or, in the case of a minor, to his parents.

As only pencil-and-paper group tests are used, the service is not recommended for those with physical handicaps or brain dysfunction, unless specific arrangements are made beforehand. People whose home language is neither English nor Afrikaans, and who are not fairly proficient in one of these languages, will experience difficulty with the tests, and inaccurate results can be expected.

Mention should be made and details given of any serious accidents, illnesses or other setbacks. These might include reading problems, epilepsy, encephalitis or birth injuries.

The testing lasts a full day from 08h00. Lunch is not provided by the Institute. Clients should bring money if they wish to buy lunch at the Students Union on the university campus, or they may prefer to make use of the nearby shop in Francois Road.

Cheques or postal orders should be crossed and made payable to NIPR.

BELANGRIKE INLIGTING OMTRENT BEROEPSVOORLIGTING BY DIE NIPN

DOEL

Die doel met die beroepsvoorligtingsdiens wat deur die Instituut verskaf word, is om kliënte in staat te stel om 'n loopbaan te kies in ooreenstemming met hul vermoëns, voorkeure en persoonlikhede. Die resultate van sielkundige toetsing en -beoordeling verskaf nuttige inligting wat gebruik kan word om geskikte riglyne en beroepsmoontlikhede voor te stel. 'n Besluit kan egter nie vir 'n kliënt geneem word nie. Dit bly sy eie verantwoordelikheid.

KLIËNTE

Die diens is beskikbaar vir persone wat minstens sestien jaar oud is en wat st. 8 geslaag het. Leerlinge wat beplan om te matrikuleer, sal slegs in hul matriekjaar getoets word en nie voor die tyd nie. Persone wat st. 8 geslaag het, maar nie gematrikuleer het nie, sal slegs getoets word indien hulle die skool reeds verlaat het. Die verslag is alleenlik vir persoonlike inligting bedoel. Die Instituut onderneem nie om geskikte betrekkings vir kliënte te vind nie.

PROSEDURE

'n Biografiese vraelys word voor die toetsdatum aan kliënte gestuur en hulle word versoek om die vraelys in te vul en met hulle saam te bring. Die toetsbattery bestaan uit 'n beroepsvoorkeurvraelys, toetse van redeneringsvermoë, toetse van verbale en numeriese aanlegte en waar toepaslik word toetse van spesiale vermoëns vir kliënte individueel bygevoeg. Na afloop van 'n persoonlike onderhoud word 'n verslag opgestel oor die toetsresultate en loopbaanaanbevelings. Hierdie verslag word aan kliënte gestuur, of in die geval van minderjariges, aan die ouers.

Aangesien slegs papier-en-potloodgroeptoetse begruik word, word die diens nie aanbeveel vir persone met liggaamlike gestremdheid of breindisfunksie tensy spesiale reëlings voor die tyd gemaak word, nie. Persone wie se huistaal nie Afrikaans of Engels is nie en wat nie een van hierdie tale redelik goed magtig is nie, sal probleme ondervind met die toetse en onakkurate resultate kan verwag word. Daar behoort melding gemaak en besonderhede gegee te word van ernstige ongelukke of siektes waarin die kliënt betrokke was, asook van toestande soos leesprobleme, epilepsie, encephalitis of geboortebeserings.

Toetsing duur 'n volle dag vanaf 08h00. Middagete word nie deur die Instituut verskaf nie. Kliënte moet geld saambring as hulle middagete van die universiteitskafeteria op die universiteitsterrein wil koop, of hulle mag gebruik maak van die nabygeleë winkel in Francoisweg.

Tjeks of posorders moet gekruis en aan NIPN/WNNR uitgemaak word.

COUNCIL FOR SCIENTIFIC AND INDUSTRIAL RESEARCH
NATIONAL INSTITUTE FOR PERSONNEL RESEARCH
Box 17001, Congella, 4013

TO: _____ (If you have changed your address could you please inform us of your new one)

_____

_____

VOCATIONAL COUNSELLING FOLLOW-UP: TO BE FILLED IN BY CLIENT

Name: _____ File No: _____

Please let us have your reactions to the following questions about the Vocational Counselling which you received. Let us have details of your activities in the following fields by making an X in the appropriate box. Mark only those relevant to you.

QUESTION 1 : SCHOOLING

a) Name of final school attended _____

b) Highest standard achieved Std 8 ☐ Std 9 ☐ Std 10 ☐

c) Year in which you left school 19 ___

d) If you passed Std 10, was it with ☐ or without ☐ matriculation exemption?

e) Symbols of final school examination.

Subject	Symbol	Grade (Higher (HG) Standard (SG))	Subject	Symbol	Grade (Higher (HG) Standard (SG))

QUESTION 2 : POST-SCHOOL ACTIVITIES

	School	Study	Military service	Work & study	Work	Unemployed	Other/ Specify
What did you do last year?							
What are you doing presently?							
What do you intend doing next year?							

QUESTION 3 : POST-SCHOOL STUDY

If you studied full-time or part-time since leaving school, please complete the following tables and questions.

(a)

Name of institution (university/college)	Courses, eg. BA, NTC 1, diploma, etc	Date		Full-time or part-time	Number of academic years completed
		From	To		

(b)

Subject eg. Maths	Level/Year 2 (2nd year)	Passed P Failed F Dropped D	Symbol *	Subject eg. Maths	Level/Year 2 (2nd year)	Passed P Failed F Dropped D	Symbol *

* A = 80-100 B = 70-79 C = 60-69 D = 50-59 E = 40-49 F = below 40%

(c) If you changed study courses, for what reason was the change made?
(eg. Changed from ..... to ..... because .....)

(d) Highest qualification held at present (eg. 1st year BSc, etc)

_____

QUESTION 4 : *IF WORKING* PLEASE COMPLETE THE FOLLOWING TABLE

Job title	Description	Type of organisation (eg. commercial, educational, industrial)	From	To	Reason for changing

QUESTION 5 : EVALUATION OF THE VOCATIONAL COUNSELLING SERVICE

5.1 What did you think of the NIPR counselling? It was:

a) Helpful ☐ b) Partly helpful ☐ c) Not helpful ☐

5.1.1. If you marked (a) or (b) then how was the service helpful to you?

☐ Got to know myself better

☐ Reinforced existing interests and career choice

☐ Gave me new direction

☐ Gave me new information about careers

☐ Other (please specify) _____

_____

Comments _____

_____

_____

5.1.2. If you marked (b) or (c) then how was it not helpful to you?

☐ Too general

☐ The suggestions given conflicted with my own ideas

☐ I learnt nothing new

☐ Interview was too short

☐ Other (please specify) _____

_____

5.1.3 How did you find the following:

Your initial contact with the NIPR: unhelpful ☐

☐ partly helpful ☐ helpful

Comments _____

_____

The testing: unhelpful ☐ partly helpful ☐ helpful ☐

Comments _____

_____

The Report - did you read the report? Yes ☐ No ☐

Did you find it: unhelpful ☐ partly helpful ☐ helpful ☐

Comments _____

_____

5.2 Is the course of action you have followed since coming to the Institute one which was recommended by the Institute?

Yes ☐ Partly ☐ No ☐

Comments _____

_____

_____

5.3 Have you or your family ever considered coming in for follow-up interviews?

Yes ☐ No ☐

Have you actually come in for such an interview?

Yes ☐ No ☐

5.4 Were your parents satisfied with the service?

Yes ☐ No ☐

Comments _____

_____

_____

5.5 In what ways do you consider the guidance given to you by the Institute could have been improved?

_____

_____

_____

_____

_____

5.6 Any other comments _____

_____

_____

_____

_____

_____

5.7 Have you recommended this service to anyone?

Yes ☐ No ☐

Comments _____

_____

_____

_____

_____

_____

SIGNATURE _____ DATE _____

WETENSKAPLIKE EN NYWERHEIDNAVORSINGSRAAD
NASIONALE INSTITUUT VIR PERSONEELNAVORSING
Posbus 17001, Congella, 4013

AAN: _____ (Indien u van adres verander het moet u ons asseblief inlig)
_____
_____

BEROEPSVOORLIGTINGOPVOLGVRAELYS: VIR VOLTOOIING DEUR KLIËNT

Naam: _____ Lêernommer: _____

Voorsien ons asseblief van inligting t.o.v. die Beroepsvoorligting wat u by die NIPN ontvang het, deur 'n kruis in die toepaslike blokkie te trek. Merk sleg dit wat op u van toepassing is.

VRAAG 1 : SKOOLOPLEIDING

a) Naam van die laaste skool bygewoon _____

b) Hoogste standerd geslaag St 8 ☐ St 9 ☐ St 10 ☐

c) Jaar waarin skool verlaat is 19 ____

d) Indien u standerd 10 geslaag het, was dit met ☐ of sonder ☐ matriekvrystelling?

e) Finale skooleksamensimbole.

Vak	Simbool	Graad (Hoër (HG) Standaard (SG))	Vak	Simbool	Graad (Hoër (HG) Standaard (SG))

VRAAG 2 : NASKOOLSE AKTIWITEITE

	Skool	Studies	Militêre diensplig	Werk en studeer	Werk	Werkloos	Ander: Spesifiseer
Wat het u verlede jaar gedoen?							
Wat doen u tans?							
Wat beoog u om volgende jaar te doen?							

VRAAG 3 : NASKOOLSE STUDIES

Voltooi asseblief die volgende tabelle en vrae indien u sedert u skool verlaat het, voltyds óf deeltyds studeer het.

(a)

Naam van instansie (universiteit/kollege)	Kursusse, bv. BA, NTS 1, diploma, ens	Datum		Voltyds of deeltyds	Aantal akademiese jare voltooi
		Van	Tot		

(b)

Vak bv. Wiskunde	Vlak/Jaar Bv. 2 (2de jaar)	Slaag S Druip D Laatvaar L	Sim-bool	Vak bv. Wiskunde	Vlak/Jaar Bv. 2 (2de jaar)	Slaag S Druip D Laatvaar L	Sim-bool

*A = 80-100 B = 70-79 C = 60-69 D = 50-59 E = 40-49 F = onder 40%

(c) Indien u van studiekursus verander het, wat was u rede?
(bv. verander van ..... na ..... omrede .....)

(d) Hoogste kwalifikasie waaroor u tans beskik (bv. 1ste jaar BSc ens)

_____

VRAAG 4 : VOLTOOI ASSEBLIEF DIE VOLGENDE TABEL *INDIEN U TANS WERK*

Postitel	Beskrywing	Tipe organisasie (bv. handel, onderwys, industrie, ens)	Van	Tot	Rede vir verandering

VRAAG 5 : EVALUERING VAN DIE BEROEPSVOORLIGTINGDIENS

5.1 Wat is u indruk van NIPN-voorligting? Dit was:

a) Van hulp ☐ b) Gedeeltelik van hulp ☐

c) Glad nie van hulp nie ☐

5.1.1 Indien u (a) of (b) gemerk het, dui aan hoe die diens u tot hulp was:

☐ Het myself beter leer ken

☐ Het bestaande belangstelling en loopbaankeuse versterk

☐ Het my nuwe rigting gegee

☐ Het my van nuwe inligting aangaande loopbane voorsien

☐ Ander (spesifiseer asseblief) _____

_____

Opmerkings _____

_____

_____

5.1.2 Indien u (b) of (c) gemerk het, dui aan hoekom dit nie van hulp was nie:

☐ Te algemeen

☐ Die gegewe idees konfliktueer met my eie idees

☐ Ek het niks nuuts geleer nie

☐ Onderhoud was te kort

☐ Ander (spesifiseer asseblief) _____

_____

5.1.3 **Hoe het u die volgende gevind:**

U aanvanklike kontak met die NIPN: glad nie van hulp nie ☐

gedeeltelik van hulp ☐ van hulp ☐

Opmerkings _____

_____

Die toetsing: glad nie van hulp nie ☐ gedeeltelik van hulp ☐

van hulp ☐

Opmerkings _____

_____

Die verslag - het u die verslag gelees? Ja ☐ Nee ☐

Hoe het u dit gevind? glad nie van hulp nie ☐

gedeeltelik van hulp ☐ van hulp ☐

Opmerkings _____

_____

5.2 Is die aksie wat u geneem het sedert u die NIPN besoek het, dit wat deur die NIPN voorgestel is?

Ja ☐ Gedeeltelik ☐ Nee ☐

Opmerkings _____

_____

_____

5.3 Het u of u familie dit al oorweeg om vir 'n opvolgonderhoud in te kom?

Ja ☐ Nee ☐

Het u inderdaad ingekom vir só 'n onderhoud?

Ja ☐ Nee ☐

5.4 Was u ouers tevrede met die diens?

Ja ☐ Nee ☐

Opmerkings _____

_____

_____

5.5 In watter opsig kan daar op die voorligting, soos aan u verskaf deur die NIPN, verbeter word?

_____

_____

_____

_____

5.6 Enige ander opmerkings _____

_____

_____

_____

_____

_____

_____

5.7 Het u die diens aan enige iemand aanbeveel?

Ja ☐ Nee ☐

Opmerkings _____

_____

_____

_____

_____

_____

_____

HANDTEKENING _____ DATUM _____

APPENDIX 3

COUNCIL FOR SCIENTIFIC AND INDUSTRIAL RESEARCH
NATIONAL INSTITUTE FOR PERSONNEL RESEARCH
Box 17001, Congella, 4013

TO: _____ (If you have changed your address could you please inform us of your new one)

_____

_____

VOCATIONAL COUNSELLING FOLLOW-UP: TO BE FILLED IN BY PARENT(S)

Name: _____ File No: _____

Please let us have your reactions to the following questions about the Vocational Counselling at the NIPR which your son/daughter received. Please make an X in the appropriate box and give further detailed comments if they are applicable.

1. People come for testing and guidance for a number of reasons. Please indicate which of these apply to your reason for sending your son/daughter.

☐ to confirm a career choice of his/hers

☐ to confirm a career choice of yours for him/her

☐ to receive an idea at what level he/she should consider further training, ie. university, technikon, apprenticeship, etc

☐ to get an idea of the direction he/she should follow, eg. arts, science, technology, commerce

☐ to be given alternative career suggestions

☐ to have a specific career recommended

☐ any other - please specify _____

_____

_____

If you have marked more than one of the above, put 1 next to your most important reason, 2 next to the second most important reason, etc.

2. Do you feel your purpose was fulfilled? Yes ☐ Partly ☐ No ☐

Please explain _____

_____

_____

3. Was the way in which the test results were presented easy to follow?

☐ Yes ☐ No Please explain _____

_____

_____

4. Your son's/daughter's results were compared with those of an appropriate group, eg. non-matriculants, matriculants and university students. Did this help you to understand his/her results?

☐ Yes ☐ No Please explain _____

_____

_____

5. Was any part of the report not clear to you?

☐ Yes ☐ No Please specify _____

_____

_____

6. Did you find the recommendations appropriate?

☐ Yes ☐ Partly ☐ No Please specify _____

_____

_____

7. Do you feel that any other special test should have been administered?

☐ Yes ☐ No Please specify _____

_____

_____

8. Would you have liked additional information?

☐ Yes ☐ No Please specify _____

_____

_____

9. Would you have liked more explanation?

☐ Yes ☐ No Please specify _____

_____

_____

10. Do you feel that it would have been helpful to have had an interview with the counsellor?

☐ Yes ☐ No Please specify _____

_____

_____

11. Have you discussed the report with your son/daughter?

☐ Yes ☐ No If yes, what was his/her reaction to it?

Please explain briefly _____

_____

_____

_____

_____

12. Any other comments _____

_____

_____

_____

_____

Signature _____ Date _____

WETENSKAPLIKE EN NYWERHEIDNAVORSINGSRAAD
NASIONALE INSTITUUT VIR PERSONEELNAVORSING
Posbus 17001, Congella, 4013

AAN: _____ (Indien u van adres verander het moet u ons asseblief inlig)
_____
_____

BEROEPSVOORLIGTINGOPVOLGVRAELYS : VIR VOLTOOIING DEUR OUER(S)

Naam: _____ Lêernommer: _____

Voorsien ons asseblief van inligting t.o.v. die Beroepsvoorligting wat u dogter/seun by die NIPN ontvang het, deur 'n kruis in die toepaslike blokkie te trek.

1. Persone kom om verskillende redes vir toetsing en voorligting. Dui asseblief aan watter rede op u van toepassing was:

☐ om haar/sy loopbaankeuse te bevestig

☐ om u loopbaankeuse vir haar/hom te bevestig

☐ om 'n idee te kry op watter vlak hy/sy verdere opleiding behoort te oorweeg, d.i. universiteit, kollege, vakleerlingskap, ens.

☐ om 'n idee te kry van die rigting wat sy/hy moet volg, bv. kuns, wetenskap, handel, ens.

☐ om alternatiewe loopbaanvoorstelle te bekom

☐ om aanbeveling ten opsigte van 'n spesifieke loopbaan te bekom

☐ enige ander - spesifiseer asseblief _____
_____
_____

Indien u meer as een blokkie gemerk het, dui met 'n 1 die belangrikste rede aan, met 'n 2 die tweede belangrikste, ens.

2. Voel u dat u doel verwesenlik is? Ja ☐ Gedeeltelik ☐ Nee ☐

Verduidelik asseblief _____
_____
_____
_____
_____
_____

3. Was die wyse waarop die toetsresultate aangebied was, maklik verstaanbaar?

☐ Ja ☐ Nee Verduidelik asseblief _____

_____

_____

4. U dogter/seun se resultate is vergelyk met dié van 'n soortgelyke groep, bv. nie-matrikulante, matrikulante en universiteitstudente. Was dit vir u van waarde ten einde haar/sy resultate beter te begryp?

☐ Ja ☐ Nee Verduidelik asseblief _____

_____

_____

5. Was enige deel van die verslag vir u onduidelik?

☐ Ja ☐ Nee Spesifiseer asseblief _____

_____

_____

6. Het u die aanbevelings toepaslik gevind?

☐ Ja ☐ Gedeeltelik ☐ Nee

Spesifiseer asseblief _____

_____

_____

7. Is u van mening dat enige ander spesiale toets toegepas moes word?

☐ Ja ☐ Nee Spesifiseer asseblief _____

_____

_____

8. Verlang u addisionele inligting?

☐ Ja ☐ Nee Spesifiseer asseblief _____

_____

_____

9. Verlang u verdere verduideliking?

☐ Ja ☐ Nee Spesifiseer asseblief _____

_____

_____

10. Voel u dat 'n onderhoud met die voorligter van waarde sou gewees het?

☐ Ja ☐ Nee Spesifiseer asseblief _____

_____

_____

11. Het u die verslag met u dogter/seun bespreek?

☐ Ja ☐ Nee Indien wel, wat was haar/sy reaksie daarop?

Verduidelik asseblief kortliks _____

_____

_____

_____

_____

_____

_____

12. Enige ander opmerkings _____

_____

_____

_____

_____

_____

_____

_____

HANDTEKENING _____ DATUM _____

VOCATIONAL COUNSELLING FOLLOW-UP

TELEPHONE CALL

(Points to Cover)

PARENT

1. Identify yourself; from NIPR.
2. Your son/daughter (name) came for vocational counselling on (date).
3. We are trying to evaluate the quality of this service - "Can you help by filling in a SHORT form (± 10 minutes)?"

   Yes ☐ No ☐
4. If NO - Why? (Make a note of comments).
   If YES - "The form will be posted to you shortly - please return it as soon as possible in the self-addressed envelope".
5. A separate YELLOW form will also be included (for client) to fill in:

If at home	If away
Please return both forms together as soon as possible.	Get address.

CLIENT

1. Identify yourself; from NIPR.
2. You came for vocational counselling on (date).
3. We are trying to evaluate the quality of this service - "Can you help by filling in a SHORT form (± 10 minutes)?"

   Yes ☐ No ☐
4. If NO - Why? (Make a note of comments).
   If YES - "The form will be posted to you shortly - please return it as soon as possible in the self-addressed envelope".
5. A separate WHITE form will be included (for your parents) to fill in. Please return both forms together as soon as possible.

THANK YOU FOR YOUR COOPERATION

CSIR

Council for Scientific and Industrial Research

National Institute for Personnel Research (Regional Office)

P O Box 17001 Congella 4013 South Africa • Telephone: (031) 25-5531

Our ref. Your ref.

In order to assess and improve the quality of our Vocational Counselling service, feedback is essential. We request your cooperation in filling in the enclosed forms which should not take more than ten minutes of your time.

The yellow form is to be filled in by the person who came for the counselling (ie. the client), while the white form is for the parent(s) to fill in. Only the applicable form has been sent if parent(s) and client are not staying at the same address.

Please return the completed form(s) in the self-addressed and stamped envelope, *as soon as possible*.

Thank you for your cooperation

J M Taylor
for DIRECTOR
NATIONAL INSTITUTE FOR PERSONNEL RESEARCH

Please address correspondence to the Director, National Institute for Personnel Research

WNNR

Wetenskaplike en Nywerheidnavorsingsraad

Nasionale Instituut vir Personeelnavorsing (Streekkantoor)

Posbus 17001 Congella 4013 Suid-Afrika • Telefoon (031) 35-0141

Ons leêr U leêr

Terugvoering is noodsaaklik ten einde ons Beroepsvoorligtingdiends te verbeter. U samewerking word gevolglik versoek ten opsigte van die voltooiing van die ingeslote vorms, wat nie meer as tien minute van u tyd in beslag behoort te neem nie.

Die geel vorm moet deur die persoon voltooi word wat voorligting ontvang het (d.i. die kliënt), terwyl die wit vorm deur die ouer(s) voltooi moet word. Slegs die toepaslike vorm is gestuur, indien die ouer(s) en die kliënt nie by dieselfde adres woonsaam is nie.

Stuur asseblief die voltooide vorm(s) *so spoedig moontlik* in die gefrankeerde koevert terug.

U samewerking word waardeer.

J M Taylor
namens DIREKTEUR
NASIONALE INSTITUUT VIR PERSONEELNAVORSING

Rig asseblief alle korrespondensie aan die Direkteur, Nasionale Instituut vir Personeelnavorsing

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Functions of the HSRC

The HSRC undertakes, promotes, supports and co-ordinates research in the field of the human sciences. It also determines research priorities, disseminates the findings of human sciences research, facilitates and evaluates the implementation of research findings, stimulates the training of researchers, places the full spectrum of human sciences disciplines at the service of the inhabitants of the RSA and promotes science in general.

Funksies van die RGN

Die RGN onderneem, bevorder, ondersteun en koördineer navorsing op die gebied van die geesteswetenskappe, bepaal navorsingsprioriteite, versprei die resultate van geesteswetenskaplike navorsing, vergemaklik en evalueer die implementering van die resultate van navorsing, stimuleer die opleiding van navorsers, stel die volle spektrum van dissiplines in die geesteswetenskappe ten diens van die inwoners van die RSA en bevorder die wetenskap in die breë.

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137